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IDENTIFIERS	Aboriginal People; *Australia; Marriage Enrichment Programs; Workplace Literacy

ABSTRACT

This document contains 24 case studies of adult education in Australia: (1) N.S.W. (New South Wales) Department of Agriculture Home Study Program (O'Neill); (2) Increasing Citizen Participation in Local Government (Holderness-Roddam); (3) School for Seniors (Benham and Vickers); (4) Community Living Project (Bleechmore); (5) Learning for the Less Mobile (Elsworth); (6) UNElearn Group Discussion Correspondence Programme (Iceton); (7) Women's Access Program (LaNauze); (8) Aboriginal Village Community (McNamara); (9) Marriage Enrichment Based on a Model Developed by David and Vera Mace (Kerr); (10) Women's Health: The Middle Years (Degeling, Bennett, and Everingham); (11) Preparatory Studies (Crock, Cottman); (12) Discussion Programs (Dow); (13) Centre for Continuing Education: Community Education Program of Nonvocational, Nonaward Courses (Fiegel); (14) N.S.W. Board of Adult Education Literacy Programs (Wickert); (15) Where Neighbors Meet: Carringbush Library, A Place Where People Can Be (Letchen); (16) Refresher Education for Company Directors (Brady); (17) The Social Developer's Network (Iceton); (18) The Welcare Program of the Centre for Continuing Education, Monash University (McDonell); (19) Postgraduate Refresher Course for Veterinarians in Orthopaedics: Dogs and Cats (Bryden); (20) Country Paediatric Program (Duyverman); (21) Trade Union Postal Courses Scheme (Bluff); (22) Workplace Basic Education Project (Newcombe et al.); (23) Adult Migrant Education Program in the Northern Territory (McGrath); and (24) Self-Help Adult Education: The University of the Third Age at the Brisbane College of Aging Education (Swindell). In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CLM)

ED311160

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: AUSTRALIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
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Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

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*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
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24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
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29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
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*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
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45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

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45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22O/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29O/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

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Update as 8/89

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FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, **ARMIDALE**. 2351. N.S.W.

1. Person who prepared this case description:

Name: Barry O'Neill Phone No.: (049) 30 2416

Organisation: Advisory Officer (Courses), NSW Department of Agriculture

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City or Town East Maitland State: NSW

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Farm Management Home Study Programme

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Educa- E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

B. Agriculture

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

NSW Department of Agriculture

6. Basic characteristics of service area:
NSW (Australia) State-wide Programme with an emphasis on country areas

A. 800,000 sq km geographic size (such as square miles or kilometres)

B. 5⅓ million population (number of people living in area).

C. 88% urban/[redacted] (density of population)
12% rural

2A/1

N.S.W. DEPARTMENT OF AGRICULTURE

HOME STUDY PROGRAM

The Farm Management Home Study Program is conducted by the N.S.W. Department of Agriculture for farmers and others interested in agriculture to lift on-farm efficiency and productivity.

The courses offered are the Farm Management Certificate Course (over two years) and the Farm Office Management Course (one year). As from 1987 students will also be able to select their own program based on units from both courses.

The program is designed on distance learning techniques, enabling students to study in their own home, in their own time and at their own pace. The courses are available to anyone over the age of 18 years regardless of their location or previous educational attainments.

Brief History of Courses

In 1968-69 Mr. Col Woodard, then an Extension Officer with the N.S.W. Department of Education, assisted by Area and District Rural Youth Officers, and Mr. Jack Makeham, a Senior Lecturer in the Department of Agricultural Economics and Business Management at the University of New England, designed a course in Farm Management to be based on correspondence teaching methods supplemented by residential schools and local tutorials.

The Commonwealth Department of Primary Industries were approached to fund a training course for extension officers throughout Australia in Farm Management and in 1969 the course was conducted at the Marcus Oldham College in Victoria.

Initially the Farm Management course was sponsored by the Rural Youth Council and was approved by the University of New England and the Department of Education. The first students were enrolled in 1970.

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Rural Youth Officers were transferred to the Department of Agriculture in 1973 and the course is now offered under the auspices of that department through the Division of Agricultural Services.

The staff of the Faculty of Agricultural Economics from the University of New England provided course notes for the Farm Planning and Business Analysis strand. They also assisted with the twice-yearly residential schools at Armidale. Revision and review of printed course materials was undertaken by Extension Officers.

The Correspondence Courses Production Unit (C.C.P.U.) was established in 1981 when the production function of the program was moved from Head Office of the Department of Agriculture to the C.B. Alexander College, Tocal. The C.C.P.U. is responsible for the production and distribution of course notes, the financial management of the program, together with maintenance of student records.

Fifty-two students were initially enrolled in 1970. Enrolments have increased yearly and in 1986, 544 students were enrolled. Since 1970 approximately 5,000 students have participated.

The Farm Management Course

Is intended for men and women who have, or expect to have, farm management responsibilities. The course is offered at two levels on a part-time basis. Students must enrol initially in Level 1 and then move into Level 11 the following year. The Level 1 course runs from March to November and is intended to introduce students to the basic theory of Farm Management. In Level 11 of the course greater emphasis is given to the practical aspects of farm resource and financial management.

If the student is interested in pursuing the program through the two levels and receiving a Farm Management Certificate then all

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prescribed course activities are compulsory. A student not interested in certification may pursue the program as an educational service; in that case, all course activities are optional.

The course activities that must be satisfactorily completed for award of a certificate are:-

- the keeping of on-farm records using the Farm Record Book prepared by the Agricultural Business Research Institute, University of New England, Armidale;
- completing a Farm Management Report on their own property and being interviewed on that report by a representative of the Division of Marketing and Economics, N.S.W. Department of Agriculture;

  and
- the presentation of a Farm Case Study for assessment by staff of the Department of Agricultural Economics and Business Management, University of New England, Armidale.

The Farm Management Report consists of detailing the farm financial performance during the last farm production year. This includes preparing accounts on Operating Profit, Net Cash Flow, Assets and Liabilities and Change in Working Accounts. It involves interpreting these accounts and explaining the student's performance, stating goals for the future including an outline of a proposed change to the farm and a cash flow. Finally, the report involves the students in preparing this 3-5 year cash flow budget and judging whether the proposed change is a reasonable investment.

Farm Office Management Course

In 1975 Mr. Nelson Wallace, an Extension Officer with the Department of Agriculture, recognised the need for a properly structured course in

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Farm Office Management techniques tailored to the needs of both farmers and farmers' wives to improve their efficiency in the farm office, to help them to maintain effective farm records, and to facilitate efficient financial decision-making.

The course began in 1977 with an initial enrolment of 40 students. In 1978 Mr. Wallace attended a working party at the Orange Agricultural College where a revision and review of the course content was undertaken. The college staff assisted with the revision.

The Farm Office Management course is a one-year, part-time course aimed at teaching simple and efficient farm office procedures of recording, accounting and financial analysis. The course runs from March to November and 12 units of study are undertaken in that period. An Autumn and Spring two-day school is conducted during the period. All assignments in the Farm Office Management Course are self-correcting and answers are supplied to students so they may monitor their own progress.

A. PROCESS

1. Methods of Teaching and Learning

The main teaching medium for the courses is printed material which is issued periodically from March to November. All course units follow the standard instructional design of -

- preview (introduction to the unit)
- objectives (for the unit)
- overview (unit structure)
- content (teaching material)
- review (revision and summary of the unit)
- follow-up (activities)

Follow-up activities aim at providing students with opportunities to apply the knowledge and skills learnt during the unit, and enable a

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measure of achievement of the objectives. In some units, the follow-up activities are conducted and discussed at residential schools or tutorials.

Several units contain audio cassettes in addition to the printed notes. The cassettes are designed to be interactive with the notes thereby providing a secondary teaching medium. This balanced approach to teaching will be expanded in 1987 with the production of more cassettes.

The distance learning material is supplemented by residential schools and tutorials. The residential school programme is arranged to cover most of the aspects of the year's programme and designed to meet the needs of the students.

Week-long schools are conducted at the University of New England in May of each year for Level I. These students also attend a two-day on-farm case study in the central west of N.S.W. in August and a weekend school in October. Level II students attend a five-day school at the Sydney University Farms at Camden, a further five-day school at the University of New England in July and a four-day course at the Orange Agricultural College.

The Level I May residential at the University of New England embraces revision of the notes issued to that time. It includes work in farm planning and business analysis, lectures and discussions in agricultural technology and discussion groups on problems of importance to farmers. The week's course should result in each student understanding fully all work presented during the year, and to prepare them, through farm budgeting exercises, for the on-farm case study in August.

The Level II February residential school at the Sydney University Farms prepares the students for the final year of the course and further strengthens their knowledge on the economic concepts of farm management. Level II students revisit the University of New England in July and here the final assessed on-farm case study is conducted.

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Lecturers at the residentials are drawn from University and College personnel, advisory staff from the Department of Agriculture, farmer co-operators, accountants, bankers and solicitors.

An introductory on-farm case study is offered to Level I students in August. This is supplemented by a further case study conducted during the February Level II residential and a final study during the Level II July School.

Tutorials are conducted in local areas and they are co-ordinated by contact officers. They include discussion groups, case studies, field days and farm visits. Various aspects of the course are normally covered by tutorials, e.g. in April it is recommended that the contact officer arranges an overview of farm records and budgeting techniques, explanation of terms. In June arrangements are normally made for an economist from the Department to cover budgets, cash flows, partial budgets, etc. Again, in August, cash flow budgeting and the use of the Agricultural Business Research Institute (A.B.R.I.) record book and, finally, in the November tutorial, farm budget exercises.

Farm Office Management students are invited to attend two, two-day schools held in Autumn and Spring each year. These courses are designed to cover the students' work during the year and they are conducted at various centres throughout the State. A State residential is to be organised by the Farm Office Management Course Supervisor and will be conducted at the Orange Agricultural College from 29th - 31st July, 1987.

2. Programme Planning

The C.C.P.U. monitor the educational and training needs of farmers. The sources of information are advisory staff from the Department of Agriculture, farmer and farmer groups, present and past students. Information

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provided by these sources provides the basis for development and amendment of the Home Study Program.

Advisory Officers are professional officers of the Department of Agriculture who specialise in Plant Industries, Animal Production. Marketing and Economics, Animal Health and Farm Mechanisation. They are located throughout N.S.W. and work within the rural community. These officers, because of their working relationship with farmers, identify areas of need as seen by them in the rural sector and are a primary source of comment for the Home Study Program.

Within rural industries, farmer and farmer groups contribute to needs analysis primarily through the use of questionnaires and discussion groups.

Students, at the completion of each residential school and at the completion of the course, are requested to comment by questionnaire survey on the completed course and identify new subject areas. Past students are approached to comment on perceived needs and on proposed curriculum changes.

Recommendations for amending the course content, based on needs analysis or validation of course units, are forwarded to the Curriculum Committee.

The Home Study Curriculum Committee consists of the Principal Officer (Education and Training), the Principal of the C.B. Alexander College (Tocal), the Manager of the C.C.P.U. and the Farm Management and Farm Office Management Course Supervisors. This group authorises changes to the curriculum based on the input of the above sources and recommendations of the C.C.P.U.

Once the program is determined at a curriculum meeting the objectives are specified and different agencies (Department of Agriculture staff, University staff, accountants, solicitors, etc.) approached to write

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the course notes. Development of the course material is done in consultation with the C.C.P.U. and Course Supervisors to ensure objectives are met and optimum instructional design is achieved.

3. Program Improvement

The program is evaluated by students through the regular issue of questionnaires. These are collated and the results used to amend the program where necessary.

An operations committee consisting of Department of Agriculture Regional Officers concerned with the program together with the Manager, C.C.P.U., the Course Supervisors and the Principal Officer (Education and Training) meet annually. This group reviews the activities conducted during the year and plans future schools, tutorials, etc. incorporating any necessary improvements or alterations.

4. Encouraging Participation

The program is publicised through a variety of channels. Brochures are distributed to all Department of Agriculture officers in N.S.W. and at major Field Days, Agricultural Shows, Trading Banks and by direct mail to primary producers.

A community service announcement is screened on all country TV stations. Radio and rural press are approached and issued with press releases and advertisements.

At key locations in N.S.W. **course contact officers** have been established. Their function is to co-ordinate local activities as a course tutor and to maintain contact with each student. One critical function of this officer is to contact his students early in the year and endeavour to enthuse the student with the course. The contact officer provides the "personal touch" between the program and the student; this tutorial role is an important way of maintaining student motivation during the year.

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B. OUTCOMES

1. Program goals and intended outcomes

The objectives of the program were determined by the **Home Study Courses Policy Committee.**

The committee consists of representatives from the various Divisions of the N.S.W. Department of Agriculture together with the Executive Director (Research and Advisory Services) or his nominee, the Course Supervisors, Principal Officer (Education and Training) and the Manager of the C.C.P.U.

Program Content

Farm Management

The Level 1 units consist of the gathering of farm records, accounting, budgets and budget techniques, cash flow and development budgeting, crop and livestock management together with elective unit study. These electives cover such topics as cereal, beef, sheep, dairy, dairy goats, citrus, grapes and vegetable production; animal health, soils, irrigation and drought management, computers in agriculture, sources of farm finance and taxation.

Level 11 of the course covers the economic principles of production, machinery economics, investment analysis and decision-making and marketing. Students may again select from the elective units.

Farm Office Management

Deals with office administration procedures, gathering of farm records, accounting, budgeting, cash flow and development budgeting, profit and loss balance sheet, farm capital use, computers, taxation and farm finance.

Program Aims and Objectives

The need for farmers to improve their knowledge and skills of farm management techniques and principles has never been greater and the Department recognises that it can play a vital role in satisfying these

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needs. There is little doubt that the two courses offered are helping to improve the general standard of farmer education and awareness and are therefore aiding agricultural production in N.S.W. No other course offers the farmer such relevant training by distance teaching methods.

Farm Management Course Objectives

This course is designed for men and women working on, or interested in the land, who have, or expect to have, farm managerial responsibilities. Sound managerial ability, which involves well-informed judgement, is necessary in today's highly competitive farming.

The broad objective of the course is to help improve the general standard of farmer education, to encourage sound managerial practices, to develop an understanding of the economic and environmental realities of farm enterprises, and to facilitate effective managerial decision-making and planning strategies among farm managers, farm owners, and people interested in agriculture.

The specific objectives of the Farm Management Course are as follows:

- To develop and encourage an awareness and appreciation of the need for sound management principles and procedures in the physical, financial and environmental aspects of farm enterprises.
- To introduce students to the theory of farm management and to teach those skills and procedures necessary for effective farm planning and business analysis.
- To encourage and direct the practical application of those skills of farm management by students in their own particular circumstances.

.../11

- To introduce students to the significant element of agricultural technology and to encourage an appreciation and understanding of the farm biosphere.

Farm Office Management Course Objectives

The objectives of this course are to provide a course aimed at improving the farm office and farm business skills of farmers, farmers' wives, and others concerned with and interested in agriculture.

The specific objectives of the course are to develop the following skills and knowledge:-

- Setting up an office to handle a large volume of paperwork quickly and efficiently, recording, storing and retrieving written information.
- Procedures relating to the effective processing of inwards and outwards correspondence.
- Knowledge enough to be able to record the physical and financial records to the stage where the accountant has the necessary information to complete the taxation return including reconciliation of the cash book with the bank statement.
- Sufficient knowledge and skills to be able to interpret the information provided by the accountant - usually a profit and loss statement and balance sheet.
- Supplying accurate information to people and organisations as it is necessary for conducting the farm business, e.g. bankers, accountants, stock and station agents, breed societies and statisticians.
- The processing of all farm records for general management and taxation purposes and the use of those records to measure farm performance and aid in decision-making.

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2. Program Benefits

It's difficult to objectively measure benefits to students because of the general aims of the program and the diversity of interest of the students, however, correspondence from them and informal comments indicate that the program is highly successful.

Favourable comments from well known educators have been forthcoming over the years. For example, Professor Warren Musgrave of the Department of Agricultural Economics and Business Management when, as guest speaker at the 1985 Level 1 residential school official dinner stated, that in his opinion, the Farm Management Home Study Program was one of the most successful Agricultural Adult Educational programs ever conducted in Australia.

The assessor of the 1984 on-farm case study reports from Level 11 students, Dr. Robert Pearse, Dean, Faculty of Rural Science, University of New England wrote "Generally, your assignments were well presented and well laid out. The best ones were fully up to fourth year university farm management standards."

C. INPUTS

1. Participants

The following chart indicates the total enrolments in the Farm Management Course from 1970 and from 1977 in the case of the Farm Office Management Course.

It should be noted that in 1983 the course was condensed from three to two years, hence no Level 111 enrolments from that year are recorded.

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Year	Level 1	Level 11	Level 111	Totals	Farm Office	Client Totals
1970	52	-	-	52		52
1971	61	23	-	84		84
1972	55	21	16	92		92
1973	37	13	18	68		68
1974	70	14	13	97		97
1975	71	17	10	98		98
1976	55	19	10	84		84
1977	43	19	13	75	40	115
1978	84	14	8	106	120	226
1979	102	35	10	147	180	327
1980	129	33	17	179	378	557
1981	156	37	16	209	306	515
1982	260	35	16	311	210	521
1983	251	60	-	311	193	504
1984	321	81	-	402	200	602
1985	338	81	-	419	193	612
1986	256	78	-	334	210	544
Totals 1970 - 1986						
	2341	580	147	3068	1930	5096

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Analysis of Tenure of Course Students - **Farm Office Management Course** (conducted by CCPU in a Survey of Course Clients 1980-1982)

Tenure	Number	%
Owners	202	56.32%
Sons of Owners	20	5.49%
Daughters of Owners	16	5.39%
Partners of Farms	97	26.65%
Managers	7	1.92%
Trainees & Employees	14	3.85%
Shares/Lessee	5	1.37%
	364	100%

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Analysis of Student Farm Enterprises - **Farm Office Management**

Enterprise	Number	%
Dairying	24	6.74%
Beef Cattle (Crops)	80	22.47%
Beef/Lamb/Grains	33	9.27%
Beef and Wool (Crops)	135	37.92%
Wool and Grains	68	19.10%
Goats and Sheep	10	2.80%
Vegetables/Orchards	6	1.68%
Total Respondents	356	100%

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Age Analysis of Course Students **(Farm Office Management)**

Range	16-70 years
Mean	36 years
Median	34 years
Mode	29 years
Total Respondents	361 clients

Farm Management Homé Study Program

Tenure of Course Students **(Farm Management)**

(Conducted by C.C.P.U. in a Survey of
Course Students 1980-1982)

Tenure	Number	%
Owners	41	34.45%
Sons of Owners	29	24.37%
Daughters of Owners	9	7.56%
Partners	17	14.29%
Managers	5	4.20%
Trainees	3	2.52%
Employees	11	9.24%
Shares/Lesssee	4	3.36%
	119	100%

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Analysis of Student Farm Enterprises **(Farm Management)**

Enterprise	Number	%
Dairying	12	10.62%
Beef Cattle (Crops)	28	24.78%
Beef/Lamb/Grain	9	7.96%
Beef & Wool (Crops)	36	31.86%
Wool & Grain	12	11.50%
Goats & Sheep	3	2.65%
Wheat & Grain	5	4.42%
Horses	2	1.77%
Vegetables/Orchards	5	4.42%
Total Respondents	113	100%

Age Analysis of Students **(Farm Management)**

Range	17-59 years
Mean	29.6 years
Median	27 years
Mode	20-22 years
Total Respondents	123 clients

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2. Staff

C.C.P.U.

There are two clerical and two professional staff located in the C.C.P.U. at Tocal. Additional staff are employed on contract as required. Staff have also been utilized under the Youth Employment Scheme and the Commonwealth Employment Program.

Course Supervisors

There are two supervisors involved in the program. The Advisory Officer (Courses) at East Maitland spends approximately 80% of his time with the Farm Management Course. Much of the face-to-face responsibilities of the course rests with him and he is responsible for the organisation and conduct of the residential schools and tutorials. The Regional Group Advisory Officer at Orange is course supervisor for the Farm Office Management Course and approximately 45% of his time is spent with details involving the Spring and Autumn schools. He also assists with Farm Management residentials, tutorials and case studies. There are 24 contact officers located in different geographic areas of N.S.W. Their association with the course has been outlined earlier.

3. Finances

A nominal fee is charged for the two courses, it being sufficient to cover the cost of printed texts, farm record books, etc. that are required by students.

Salaries, travelling, living away from home allowances, housing, office furniture and equipment, power, telephones, repairs and maintenance, stationery, printing and postage are supplied by the N.S.W. Department of Agriculture. Technical and Further Education (T.A.F.E.) funding is sought annually for special projects and equipment.

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4. Facilities

The C.C.P.U. is located at the C.B. Alexander College, Tocal, via Paterson. Equipment located there consists of -

2 Electric Typewriters
A Kroy Headliner
2 Photocopiers
2 Printers
2 Computers
2 Light Tables
A Mapping Table
1 Bronica Camera
A Back Stripper
1 Binding Marker
A Daige Waxing Machine
A Danagraf Camera and Developer
Extension Aid Equipment - Overhead Projector
35mm Slide
1 Transistorised P/A

D. EVOLUTION

Professor John Nalson of the University of New England, Armidale, whilst attending a conference on continuing education in Brisbane saw the need for an agricultural external-type course for practising young farmers. The idea was discussed on his return to Armidale and the machinery put in motion to establish such a course (See Brief History of Course - page 1).

Only senior members of Rural Youth Clubs were invited to enrol in the course, i.e. members 18 years of age and over, and who had completed their school certificate. It was not until 1974 that non-

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Rural Youth members were accepted and by about 1978-1979 the enrolments in the course consisted entirely of practising farmers and those interested in following an agricultural career.

In 1977 it was seen that there was a need for a course designed for farmers to maintain effective farm records, etc. so the Farm Office Management Course was commenced.

Initially, the Farm Management Course was offered over three years and was divided into two strands - Farm Planning and Business Analysis and Agricultural Technology.

During the period 1970 - 1982 students enrolled in the course were obliged to complete eight Farm Planning and eight Agricultural Technology assignments. These were marked by Extension Officers and the marks recorded by the Course Supervisor. Students sat for a formal public exam and only if their aggregate of assignment marks and examinations were satisfactory, could they progress to Level 11. No formal exams were conducted in Level 11, however, five Farm Planning and eight Agricultural Technology assignments were required. In Level 111, five assignments were required for both Farm Planning and Agricultural Technology incorporating the Managerial Report and the "On-Farm Case Study". Marks were then averaged and the Farm Management Certificate awarded. 80 marks and over, a Distinction; 70 and over, Credit; 50 and over, a Pass.

In 1982 student evaluations indicated that many only wished to do the course as an educational activity and were not interested in certificates. Others indicated they only intended being involved with the course for 12 months. This led to two major changes in the program. It was decided to condense the course from three to two years, do away with formal assessable assignments, and abolish the exam system at

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the completion of Level I. Certification requirements for students doing the course formally are now listed as completion of the A.B.R.I. record book in Level I, assessment by interview of the Farm Management Report and the assessment by marking of the "On-Farm Case Study".

These changes were introduced in 1983.

Difficulty has always been encountered in the Agricultural Technology segment of the program in finding suitable texts. From 1970 until the books went out of print in 1985-86, J.A. Sutherland's "Introduction to Agriculture" and "Introduction to Animal Farms" were issued to students. Another text which went out of print was "Intensive Pasture Production", edited by Professor Alec Lazenby and Dr. F.G. Swain. This lack of resource material necessitated a change in the program.

The Agricultural Technology strand of the course from 1987 will be replaced with a series of elective units covering soils, crops, pastures, animal production, horticulture, tropical crops, irrigation, agricultural law and drought management, etc. The units contain all reference material and do not rely on textbooks.

Another structural change is the development of common units in financial management for both courses. This will allow Farm Office Management students, with some slight unit additions, to enrol in Level II of the Farm Management Course after completing the 12-month Farm Office Management Course.

Elective units will be available for people not enrolled in the course. If a producer wishes, he can simply purchase the beef strand or the soils course, for example, and not be committed to doing the complete course. This is an indication of the flexibility of the program which is based on student needs.

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E. INFLUENCES

1. Positive

- One of the unique features of this program from the onset has been the use of Departmental Advisory Officers in the field as tutors and program organisers. These officers are the visible, and therefore immediately accountable members of the course team. They are in routine contact with course clients and are therefore more aware of client needs, demands, frustrations and difficulties.
- Staff at the C.C.P.U. have skills in word processing, graphic design, audio production and preparation of educational materials.
- All printed amterial issued by the C.C.P.U. is self-explanatory, well structured and contains explicit behavioural objectives.
- The Home Study Program receives positive support from the Minister for Agriculture, Lands and Forests, together with the Director-General, executive members and other senior staff of the N.S.W. Department of Agriculture. Regional Directors of Agriculture, together with Regional Directors of Advisory Services, strongly support the courses by releasing staff from regional duties to assist at residential schools, on-farm case studies and tutorials.
- The N.S.W. Department of Agriculture supports the program in many ways, e.g. staff, salaries, living away from home allowances, postage, printing, paper, equipment, accommodation, travelling as well as the moral support of her executive and the direct support of Professional, Clerical and General Division staff in N.S.W.

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- Arthur Rickards, Director, A.B.R.I., University of New England, Armidale once stated that lecturers from the university would join a queue to be on the program. They appear to much enjoy speaking and discussing matters with practising farmers and show obvious keenness and enthusiasm in the course.
- The interaction which occurs between students at residential schools plays a very large part in the success of the course. Social gatherings are conducted at the conclusion of each day, these sometimes continue until the early hours of the morning. It's most interesting to observe the interest students take in the enterprises of their fellow students.
- An obvious plus to the course curriculum is the vast array of specialists within the department who are available to assist with the writing of course notes, to help prepare material and to participate at residentials and tutorials.
- Radio and TV stations in country N.S.W. assist the program by advertising the program free of charge as a community service.

2. **Negative Influences**

- The production unit (C.C.P.U.) at Tocal is understaffed and as new study units are being developed increased demand is placed on their time. There is a strong case for an additional professional officer, however, with departmental staff ceilings, etc. this does not appear possible.

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- Though the involvement of Departmental officers is an advantage (because of their credibility with the rural community) they have many other duties outside the Home Study Program. From time to time the writing of units by Departmental staff is delayed because of these other commitments. Because of lack of training in education some staff are unskilled at preparing learning material.
- Most course students are engaged in full-time farming and some are prevented from attending residential schools because of seasonal activities, e.g. shearing, sowing, harvesting, etc. Some students have to employ additional labour to allow their attendance at residentials. Other factors, such as drought, flood and fire prevent some students attending residentials. In addition, some individual students living in isolated areas have difficulty in attending tutorials.
- Some students have not had the opportunity to receive a full school education. In their case, the residential schools are most important. However, it is found that for this group, if they do not or cannot attend residentials, etc. they fall by the wayside.

F. OTHER

The Farm Management Distance Teaching Program is based on three key movements identified as being of increasing significance for education in Australia in the next quarter century.

1.- The growing acceptance of the idea of lifelong learning, continuing education and recurrent vocational training.

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2.- The establishment of universality of access to education facilities by people of all ages and conditions regardless of their location and distance from established institutions and agencies.

3.- The recognition of experimental learning programs - that is, the movement away from traditional, formal, educational institutions and processes.

Advisory Officers of the Department of Agriculture play a major role in the delivery and face-to-face part of the course at residential schools and tutorials. Farmers identify the program with them and because of the credibility of the officers the program is held in high esteem by the farmers. This gives the Home Study Program a large advantage over the brick and mortar courses offered by T.A.F.E. and other tertiary institutions.

I wish to acknowledge Glenn Rhodes, Ex-Manager of C.C.P.U. and Warwick Moore, Manager, C.C.P.U. for their contributions to the above.

R.B. O'Neill.

R.B. O'NEILL,
FARM MANAGEMENT COURSE SUPERVISOR.

23.2.1987.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: BOB HOLDERNESS-RODDAM Phone No.:

Organisation: ADULT EDUCATION, TAFE, TAS. EDUCATION DEPT.

Street Address

City or Town HOBART State: TASMANIA.

Nation: AUSTRALIA

2. Was this case based on:

(~~)~~ a recently functioning programme

(✓ a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

LOCAL GOVERNMENT EDUCATION PROGRAM.

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

K. CITIZEN ROLE.

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

ADULT EDUCATION CENTRE & OUTREACH.

6. Basic characteristics of service area:

A. TASMANIA 6,833,108 Hectares geographic size (such as square miles or kilometres)

B. 450,000 approx. population (number of people living in area).

C. Statewide urban/rural (density of population)

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CASE STUDY.

Increasing Citizen Participation in Local Government.

Prepared by:

Bob Holderness-Roddam Dip.AGR., B. Ed.
Principal, South Hobart Adult Education Centre,
12 Weld Street,
South Hobart.
Tasmania 7000

Prepared for:

The International Comperative Analysis of Selected Educational Programmes for Adultd.

Attention:

S.J. Rooth,
Director,
Department of Continiung Education,
University of New England,
Armidale, 2351
New South Wales.

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Increasing Citizen Participation in Local Government.

Introduction:

The Local Government Education Association of Tasmania (LoGEAT) was formed in 1980. The principle aim was to increase public awareness of the role of local government and to encourage a greater participation in local government.

Specific objectives were:

. Increase the number of citizens enrolled as electors.

. Increase the number of electors actually voting.

. Increase number of candidates seeking election.

. Improve citizens' effectiveness in dealing with their local councils.

. Improve candidates and potential candidates' ability to conduct an effective election campaign.

A. Process.

1. Methods of teaching and learning. The two main methods used are public media campaigns and workshops conducted in association with the Adult Education section of TAFE of the Education Department of Tasmania.

   The public media campaigns are used to encourage people to register as electors, turn out to vote and to nominate for election.

   There are two workshops offered, in a variety of locations. These are usually offered just before the annual council elections each March. One workshop is 'Dealing with Your Council' the other "Win an Election'.

   Both workshops employ a minimum of lecture style instructors. We prefer to use discussions, based upon participants' experiences, and some role play.

2. Program planning.

   There was no formal needs assessment. The author - who is an Adult Education principal and founder of the Local Government Education Association - considered there was a need for such workshops. This resulted

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from his experience as a local government elected member. Many individuals and groups were not effective in their approaches to his council and many candidates did not mount effective election campaigns.

3. Programme Improvement.

Workshop leaders for both subject areas are all elected members or former elected members. They are familiar with the subject area - although a difference of opinion during workshops is encouraged in order to show participants that there is no single correct way to conduct most activities.

Leaders note participants' reactions and comments during workshops and members are asked to complete an evaluation sheet at the end of each workshop.

4. Encouraging participation

The local media are used extensively for campaigns to encourage participation as electors and candidates. Methods used include community service spots on radio, news releases advising nomination dates and information and interviews on radio and television.

The media are also used to publicise the workshops. We place leaflets and posters in council offices, libraries and Adult Education centres.

b. Outcomes.

1. Program goals and intended outcomes are given in the introduction.

2. Evidence of actual programme benefits to learners and others.

a) Media Campaigns - example Local Government Week 1982.

The purpose of this particular campaign was to encourage people to

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enrol as electors for council elections. This was seen as the first critical step towards voting and being a candidate. The only objective way to assess the success of this campaign would be to ask each of the (then) 49 councils for the number of people added to their electoral roles during the period of the campaign - and for the corresponding period of the previous year! Time and money did not allow for this. Instead we monitored the media. Total radio and TV time was about 1 hr. 20 minutes. Newspaper - including regional weeklies - gave us 338 column centimetres of space. (The equivilent of just over five full length columns in a broadsheet newspaper).

b) Public display

A public display was held in June 1982 to encourage voter turn out at the Hobart City Council Elections. This was held in the citie's Centrepoint shopping centre. The venue was selected because of the number of people passing through the complex. The media was again very co-operative. The local commercial TV station used the display as visual 'fill' during a five minute interview with the Town Clerk. The Hobart Mercury used the material in a feature about the candidates and their policies.

The election turn out increased by 11.28% on the previous election. However, this election was also for Lord Mayor and Deputy Lord Mayor - which usually has a higher turn out than purely aldermanic elections.

c) "Win an Election" workshop (1983) The interesting fact is that 23 of the 35 participants in the workshops did not intend to run for council at the next elections. They were there to find out about local government. All the participants considered that the workshop

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achieved the following objectives either very well or moderately well.

- To provide prospective council candidates with an introduction to local government.
- To provide prospective council dandidates with information on the legal requirements for council candidates.
- To assist council candidates to prepare and conduct an effective campaign.

However, the final objective - to assist council candidates to become effective members of their councils as soon as possible - was not rated so highly. One participant noted this as not at all, and nine rated it only a little.

Three of the participants would possibly recommend the workshop to others - the rest definately would. The course did not meet one persons expectations, equalled 17 peoples expectations and exceeded the expectations of the rest.

c. Inputs

1. Participants.

a) Everyone aged over 18 is a target for our publicity program.

b) Potential candidates are the market for the 'Win an Election' workshop. These are often people who are not satisfied with current council actions.

c) Potential participants for the 'Dealing With Your Council' workshop are people with some sort of problem with their council. Very few people are likely to attend these workshops if they do not have an actual or potential problem to solve.

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2. Staff.

a) The workshop leaders are members, or former members, of local council. At least two and usually three conduct each workshop. This provides variety of presentation and a 'brains trust' when faced with a problem raised by participants.

b) Adult Education staff act as co-ordinators for the workshops.

3. Finances.

a) The 'Win an Election' and 'Dealing With Your Council' workshops are conducted in association with Adult Education by LoGEAT. Adult Education collects a fee from participants and pays LoGEAT the regular tutors' pay scale.

b) The media campaigns are paid for by LoGEAT via members' annual subscription and the fees paid by Adult Education for workshops. The principle costs involved are postage for news releases and petrol for attending interviews. (Members usually cover this out of their own pockets).

4. Facilities, equipment, materials.

a) Adult Education provides venues and equipment for the workshops. Each participant is issued with a course handbook which sumarises the course. The only equipment required is an overhead projector.

b) LoGEAT's secretary has a personal computer which uses a word processor program to produce news releases and labels for media mailings.

5. Evaluation.

a) Public information programs. These are deliberately structured

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to emphasise one particular aspect of public participation. As mentioned previously, the first campaign aimed at increasing the number of people enrolled as electors.

The second campaign aimed to get people to turn out and vote, whilst the third campaign ('Does Your Council Need You?) aimed to increase the number of candidates nominating for council seats.

Subsequent campaigns have attempted to remind people of the relevant dates for registration nomination and elections.

b) The workshops

Win an Election.

Originally offered as 'Courses for Council Candidates', these workshops contained the following segments.

- An introduction to local government in Tasmania.

  This covered the number of councils, divisions, wards, number of councillors, election dates, councillors' duties and services provided by councils.

- Self Appraisal.

  An opportunity for participants to consider the following.

  - Why they wanted to run for council.
  - What are their strengths and weaknesses.
  - What skills they needed to develop
  - How they would develop the required skills.

- Electoral procedure.

  The legal aspects of council elections, including nominations, voters, qualification of candidates, postal voting and scrutineering.

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- The electorate.

  What the candidates needed to know about their electorate. This included council and ward boundaries, current members and their views and actions on recent council deliberations, members due to retire at the next elections, participants' views on current council policies, local groups, demographic characteristics of the local population, local issues and mass media covering the area.

- Campaign procedure.

  Publicity, news releases, brochures, photographs, advertising, car stickers, canvassing, letter boxing, telephone and door knocking.

- Workbook Appendices.

  The appendices included copies of all relevant forms and samples of brochures, advertisements, campaign planner, budget planner and opponent's profile sheet.

  Very little alteration has been produced to this workshop. The only major addition was a more detailed analysis of an elected member's role. This covered the conflicting demands upon councillors as individuals and councils as corporate structures and identified the difference between the role of 'trustee' and that of 'representative'.

- Dealing With Your Council.

  The course objective was stated as being to give individuals the skills to work with their local council in order to increase their chances of obtaining an objective desired by the participants.

  Content included an introduction to Tasmanian local governments, steps

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in dealing with councils, options if a council will not co-operate and how to deal with the media.

E. Influences.

1. Positive influences.

- The cooperation of the media in the public information campaigns. Without this help, it would be impossible to spread the information.

2. Negative influences.

LoGEAT prepared a detailed submission to two educational foundations, seeking funds to pay for newspaper and radio advertising. Unfortunately the submissions were not successful, due to the deputy commissioner for taxation's refused to grant us charity status.

- Widespread community apathy which still allows a substantial number of councillors to join their councils without having to face their electors. This apathy also means that an average only about 20% of registered voters bother to vote at elections. This is even worse than it appears because a substantial number of people who are eligible for registration as electors have not bothered to do so.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: OLGA BENHAM/SUE VICKERS Phone No.: 21 5078

Organisation: SCHOOL FOR SENIORS, ALBURY.

Street Address WESLEY CENTRE OLIVE STREET

City or Town ALBURY 2640 State: NEW SOUTH WALES

Nation: AUSTRALIA

2. Was this case based on:

☐ ~~a recently functioning programme~~

☒ a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

SCHOOL FOR SENIORS, ALBURY

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

CATEGORY L UNDERSERVICED POPULATION, ELDERLY

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

AGE CONCERN (VOLUNTARY ORGANISATION) WITH THE CO-OPERATION OF CONTINUING EDUCATION CENTRE ALBURY-WODONGA. SOME FUNDING FROM N.S.W. ADULT EDUCATION BOARD

6. Basic characteristics of service area:

A. 103.07 geographic size (such as square ~~miles~~ or kilometres)

B. 39,800 population (number of people living in area).

C. 386 urban/rural (density of population) Persons per sq km

ATTENTION:- Adjacent rural area 1,925.16 square kilometres
Population 5,450

A PROCESS

(1) Methods of teaching and learning (including main types of methods and materials for helping adults learn).

From the early stages, staff have been recruited by means of enquiring at Secondary schools about recently retired teachers, observation of newspaper articles and general questioning in the community. Advertising sometimes becomes necessary.

The school co-ordinator carefully selects teaching staff with a good rapport with older people in the community. This is very necessary and greatly valued by members of the school.

We employ trained and untrained tutors. The untrained are experienced in their field, and welcome the opportunity to pass on their knowledge, taking great pleasure in giving of their time for a small remuneration. Our funding is such that we can offer only a small salary to our tutors.

We do not encourage a classroom situation. Members are made to feel free to 'listen and learn' or participate with questions and answers. The atmosphere is completely informal but always informative. We encourage digression, as tutors, especially those in the younger age group, welcome the knowledge they glean from the older generations, and members enjoy the opportunity for discussion of remembered or half-forgotten facts from their school days.

No qualifications are required of members, nor do we hold exams. In classes such as Art and Creative Writing, work is shown or read out in class for constructive comment by members and tutors.

(2) Programme planning (including who conducts needs assessment and context analysis, and how they usually do so, along with other major planning arrangements and use of plans).

The programme co-ordinator is always ready to receive useful suggestions.

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Other centres mail their programmes for exchange of ideas. The range of classes offered depends a great deal on the availability of tutors for subjects or topics. In recent months we have had access to the resources of the Riverina Murray Institute of Higher Education in Albury, for tutors. Some have been found among senior students there who are grateful for the opportunity to gain teaching experience and benefit financially.

The Conservatorium of Music in Albury has made a room available to School for Seniors, which means we can now offer music studies at beginner and advanced levels.

(3) Programme improvement (including evaluation and staff development).

Lack of space curtails improvements in the programmes offered. Additional subjects would necessitate more classrooms and a greater number of teachers. As the school members in the main are pensioners, our aim is to keep fees to a minimum by allowing full participation in any or all subjects on both days of each week that School for Seniors operates. We therefore would need a considerable increase in enrolments to meet the extra salaries as we cannot anticipate any increase in our present government funding.

(4) Encouraging participation (including counselling and retention efforts).

The happy, friendly atmosphere of learning in a group situation, together with morning tea and lunch time fellowship in the Common Room strengthens the bonds of friendship which extends beyond school days. New friendships are formed and old friendships renewed.

Mid and end-of-term community luncheons are crowded, fun-filled events with performances by the Drama and Singing Groups, and Fitness Classes.

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Organised bus tours and various other social activities motivate and stimulate members, many of whom previously led lonely lives.

Committee members are carefully selected for their ability to welcome and help new members to integrate. The number of foundation and long-standing members bears testimony to the success of this aspect of School for Seniors, Albury, now in its eleventh year of operation.

B OUTCOMES

(1) Programme goals and intended outcomes (including major state objectives and process of gaining agreements on objectives).

The programme, for men and women over fifty years of age, offers interests and activities designed to give pleasure, mental stimulation and social interaction. It enables members to meet the challenge of a new set of circumstances in their lives, be it as newcomer to the district, loss of a partner, retirement, retrenchment or diminished home responsibilities for those coping with the 'empty nest syndrome'. It provides the opportunity to meet old friends and make new ones in a congenial atmosphere devoid of social barriers, and at a nominal cost.

The purpose of the school is to encourage over-fifties to make the most of their leisure time, regain self-confidence, and in the case of women in their fifties, become involved in an 'out of the house' situation in preparation for their husbands' retirement. This develops a pattern of interests that both occupies and stimulates.

The school has become a source for volunteers, responding to appeals from many organisations in the community.

(2) Evidence of actual programme benefits to learners and others (based on evaluation findings or general impressions).

Questionnaires are regularly distributed to ascertain the continued popularity of classes offered over the years, and to evaluate new ones about to be introduced. The general impressions of benefits to participants is very evident by the keen interest shown in the varied subjects offered, by members' early enrolment for courses.

An extract from a report by a new member, a retired school master, in his eighties, reads:- "Friendship and pleasure might be termed the keynote of the classes; classes in which one may discover unsuspected abilities within oneself. Through the inspiration of the Creative Writing Class I have discovered that I, too, may be able to write short stories. No matter what course one may be interested in, one's accomplishment has real therapeutic value. Many of us who may have thought we had reached the stage in life where we were no longer productive, have discovered to our joy that we can still create. The school teaches us that when we come to the end of the road, we can climb over the fence and go on".

This is indicative of the feeling throughout the school. The frequently heard remark - "I had no idea that I could ...." is further evidence of the benefit of mental stimulation.

Several members have gone on to enrol in diploma or degree courses at Riverina Murray Institute of Higher Education in Albury.

We have one member who is brought to the school from a Day Care Centre as a result of an outreach programme conducted by a volunteer from School for Seniors. She is a stroke victim, her speech and movements greatly impaired. She is making a valiant effort towards recovery. Her mind is active and creative. She labouriously taps out her thoughts on her typewriter. As English is not her first language she has an added handicap. Through the help of the tutor and members of the Creative Writing Class, many of her stories have been published in the school magazine. Denied the pleasure of reading to her grandchildren, the children's stories she has written have been recorded on tape, giving her delight and added incentive. This, we feel, is one of the most heart-warming and rewarding results for School for Seniors.

Tutors, too, have benefited from their involvement with School for Seniors. We have a long-serving tutor, once shy and retiring, and lacking in self-confidence after many house-bound years caring in a sick household, and subsequent ill-health in herself. When first approached she flatly declined then reluctantly agreed to 'give it a go'. Now, many years later, she is still teaching cards. The restoration of self-confidence and enrichment of her life can clearly be seen in the enthusiasm of tutor and players at these card classes.

C INPUTS - Numbers and characteristics of people and resources that are acquired for the programme to function, along with other procedures to obtain them.

(1) Participants (learners, students).

Older people usually prefer to be with their own age group, except where academic studies are taken seriously. For many, the school has provided the opportunity to pursue aspects of education denied in earlier years because of the depression years of the twenties and thirties, and the Second World War years of the forties. Latent talents have emerged in all courses, confirming that this age group has much to offer and much to enjoy.

The school has greatly assisted migrants in the district by offering classes such as English Expression, for the improvement of written and spoken English.

The school has enabled members to live their own lives rather than being just an extension of their children's families; they are better equipped to communicate with each generation. It has helped in keeping an open mind, and to accept social changes with more

2C/6

tolerance and greater understanding. The result is a feeling of greater alertness and revived interest in life and a re-building of self confidence, proving beyond doubt that mental stimulation is indeed, preventive medicine.

(2) Staff (Teachers discussion leaders, Co-ordinators)
Teaching staff need to have an understanding of the needs and pace of this age group. The programme co-ordinator must have the ability to recognise this quality when selecting tutors. School for Seniors, has been most successful in this regard. Tutors and students soon settle into an easy relationship, the result being complete fulfilment and enjoyment of the course by all involved.

An extract from a recent report by a tutor in English Literature proves this point. - "More than in any other class I teach, the learning is a two-way process. I learned from the people in the class as much as they learned from me. Some of the students know more about English Literature than I do, and all have had more experence of living. Discussion and sharing, rather than lecture sessions enabled everyone to contribute their thoughts, knowledge and experience".

(3) Finance (money and in-kind support from any source).
The School for Seniors Albury receives government funding of $3,000.00 p.a. from the Adult Education Board (New South Wales). This amount covers tutors' salaries for only one term of the school year. Student enrolment fees and regular fund-raising projects are needed to meet salaries for the remaining terms and to keep school financial.

(4) Facilities, equipment, materials.
The School for Seniors has the use of the largely-vacated part of Wesley Centre belonging to the Uniting Church in Albury. This

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venue consists of a group of rooms, hall and kitchen. Recently the Uniting Church has allowed us the use of two rooms in the former manse alongside the complex. For all this we contribute substantially towards the costs of maintainance and electricity.

During the time of its occupancy, the school has financed improvements to the property, and provided the necessary classroom facilities and equipment by extensive fund-raising and appeals to business organisations and social clubs in the area. The improvements to the property include the installation of air-conditioning in some rooms, carpets and furniture. A photo copier, phone-answering machine, film projector and screen, cassette player, P.A. System, typewriters, radiators and fans are among the many items of equipment the school has acquired by fund-raising.

(5) Other

From the outset the school has had a much-valued, hard-working committee, assisted in fund-raising projects by dedicated members. The spirit of the school is such that appeals for help bring a ready response. We have a number of office volunteers recruited from within the school. Co-ordinators have always worked diligently for the school solely on a voluntary basis.

D.EVALUATION - Brief history of major trends to describe how this programme evolved, and major past influences that helped and that hindered.

School for Seniors, Albury,owes its existence to Mrs Jean Hall, who in 1977 activated the concept as the first project of the organisation, "Age Concern" (Albury-Wodonga).

A television feature and subsequent visit to School for Seniors at Wesley Centre in Sydney,provided the inspiration for development of the school. She was enthralled by the enthusiasm of its members most of them in their sixties and seventies, all with a light in their eyes. By contrast, she noted the lack of enthusiasm at an inner-city Senior Citizens Centre and wondered how much difference it would have made if these people had had the opportunity and motivation for continued learning when they were ten or twenty years younger.

The directors of Riverina Study Centre and the Continuing Education Centre were asked if they would make facilities available, and support Age Concern in this venture. They were most co-operative and the Study Centre, which at that time, was mainly in use for evening classes, became the venue for School for Seniors when it first opened in 1977.

After the first six months of operation, funding of $2,000.00 was granted by the Adult Education Department of New South Wales. This funding has increased gradually to the present $3,000.00. This grant, and the generosity of tutors who accept about half the normal teaching rate, enables us to meet approximately one third of the total annual salaries of teaching staff.

(E) INFLUENCES - Major current influences from the past few years and now that affect programme functioning. (Examples include financial support, government policies, economic conditions, social traditions, available volunteers, and staff).

(1) Positive influences that help or contribute to programme effectiveness or success.

The success of School for Seniors, Albury has become widely known throughout the border district of which Albury is the major centre. Inquiries have been made from many districts for help in forming a similar group.

Much publicity for the school has followed the official recognition of Jean Hall's untiring work in establishing and developing Age Concern, of which School for Seniors was the first project. In 1984 she was given the Citizen of the Year Award. In January of this year, 1987, Jean Hall was the recipient of the Order of Australia Medal in the Australia Day Awards, as a further recognition of the value of her work in the organisation she founded, Age Concern.

The diversity of the programmes offered assures sustained interest in the school. Whether interests are academic, cultural, culinary, or in handcrafts or physical fitness, or if the wish is to do something purely for relaxation, all needs are adequately catered for.

Having facilities for dancing,exercises and music,contributes greatly to popular activities. Items from classes such as Drama and Play Reading, the Singing Group and Fitness classes contribute fun and entertainment at term community lunches and End of Year Open Day and Concert. This has led to concert parties from the school entertaining at Hospitals, Rest Homes, Day Care Centres and various other venues, and participation in the concert organised for Senior Citizens' Week.

Displays of work by the Art, Leatherwork, China Painting and Handcraft class-members at school functions,and in the Public Library, are proof of enthusiasm and achievement.

The publication of a School for Seniors magazine, annually, reveals the talent of members of the Creative Writing Class and others throughout the school.

Personality of the Co-ordinator contributes greatly. The introduction of imaginative, lively new ideas, and change is a good thing.

The introduction of Old-Time dancing in the hall on Thursday afternoons has brought enjoyment and social inter-action to its many participants, with the added bonus of pleasurable physical exercise. This has led to their attendance at many of the city's social functions as a group, extending the benefits of School for Seniors beyond school days.

One of the most successful and rewarding extensions of School for Seniors has been the mini-school, another concept introduced by Jean Hall. This is a group of over seventy-fives - mentally alert frail - aged - which meets in the Common Room, weekly. Hostesses arrange a programme of films, guest speakers, quizzes and games, bringing mental stimulation to this age group outside the confines of their homes. Gentle exercises are conducted by the leader of the Keep Fit Classes, community singing is led by the Singing Group, accompanied by volunteer pianists. Morning tea and lunch are served. All this is arranged and carried out voluntarily by members of School for Seniors. A very rewarding outcome of this venture is the visits by trainee welfare workers, trainee geriatric nurses and students from local High Schools, who come to learn by observing the way in which School for Seniors volunteers conduct this group.

(2) Negative Influences that hinder or make difficult programme efforts

The school suffered a minor set-back in 1979 when Riverina College introduced tertiary daytime studies. School for Seniors could no longer be accommodated there. Wesley Centre then became our venue.

So far as we can ascertain, the continuity of the use of these premises is assured as the present plan is for the Uniting Church to develop Wesley Centre for 'outreach' in the community. Though our continued tenancy has never been secure, we have contributed on a large scale to the improvement and updating of the rooms, and provided equipment and facilities.

We cannot, in the present economic climate, expect additional government funding. We fear that our present funding could at any time be included in the many cut - backs currently under review.

The lack of classrooms has forced us to conduct school over two days of each week. This entails a much larger workload, which is currently shared by two co-ordinators in a voluntary capacity.

F OTHER - Any other brief comments that help explain how and why the programme functions as it does in its societal context.

The city of Albury is situated on the border of New South Wales, only five kilometers from the Victorian border city of Wodonga. This creates an overlapping of resources. Wodonga now operates a School for Seniors, independently, on one day a week. Some Albury residents take advantage of this day if subjects offered and the day are more suitable for them. School for Seniors, Albury, numbers many residents of Wodonga among its enrolments for the same reasons.

Until recently many residents in the nearby rural towns and outlying farming districts surrounding the border cities attended our school in Albury. However, with help and guidance from our school co-ordinators, schools have been established in locations more convenient for residents to attend.

"Proud to be going back to school"
"Making the most of my later years"
"No time now to think of my aches and pains"
"My family say school is the best thing that has happened for me"
"School has taken years off my age"
and the delightful, "What did you do at school today, Nana?" from grandchildren, and many other like comments assures us that all who attend School for Seniors, Albury, do so, not to give them something to do with their days, but because they value the opportunities that school offers. The school has become an integral part of our lives bringing with it a sense of belonging within an ever-enlarging circle and forging close bonds of friendship.

(2,890 Words)

22/12

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Mrs. Kath Bleechmore
Phone No.: (067) 72-1799 (W) (067) 72-9145 (H)

Organisation: Challenge Foundation of N.S.W. Armidale Branch

Street Address: Myrtle Drive, Acacia Park, Armidale.

City or Town: Armidale. 2350. State: N.S.W.

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(/) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Community Living Project (C.L.P.)

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

L. Underserviced Populations - Handicapped.

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

Centre for people with a Developmental Disability

6. Basic characteristics of service area:

A. 5 sq.km. geographic size (such as square miles or kilometres)

B. 21,000 population (number of people living in area).

C. rural/city urban/rural (density of population)

2D/1

A. PROCESS

1. Methods of Teaching and Learning

Staff participated in two weeks of staff training which consisted of lectures, small group discussion, participatory workshops covering material of a general nature relating to the project. Staff then attended a further two weeks of training in the use of the model being used in this project and which included data collection procedures, preparation of an Activity Catalogue for Armidale, task analysis techniques, working with residents to select and purchase normal household items for each residence and the setting up of each residence for occupation.

Resident needs are being assessed and an Individual Habilitation Plan being developed for each resident. Staff will be involved in direct training of residents in a number of skills in the home and the community on an individual basis. Materials are being developed to assist in this process and include specialized cooking programmes and money handling techniques.

2. Programme Planning

Needs assessment were carried out by the proposed residents, parents, staff and representatives from the Department of Community Services and the Department of Health in the region.

Their views were sought through meetings, interviews and direct interest expressed by future residents. Expert advice was sought in relation to the project from Consultants at Challenge Foundation (Hornsby), the Health Department Regional Supervisor for Richmond Housing, and a representative from the Department of Youth and Community Services regarding licencing and management.

A decision was taken to prepare a submission for funding using the Neighbourhood Living Project as a model. This model was developed as a joint project by the University of Oregon and the Washington Division of Developmental Disabilities (1984) and had been trialled by Challenge Foundation at Hornsby, N.S.W. This model contains a comprehensive set of procedures and guidelines for operating a residential group home for individuals with developmental disabilities.

3. Programme Improvement

Evaluation will be related to the general objectives and outcomes desired for the project, namely:-

- the adequacy and quality of residential accommodation provided (physical criteria);
- the adequacy and quality of staffing support provided considering the skills of the residents, training needs and so on;

- the development of independence, skills and community integration of residents;
- the adequacy and adherence to operating principles for the residences.

The N.L.P. Model has set procedures for evaluation, standards having been set for each area of operation:- Management and Finance, Program Operations, House Operations, and Health Care Maintenance.

A Consultant from Hornsby will undertake an Early Implementation Review within two months of occupation and further provision is made for an External Review to be undertaken by evaluators from outside the organization. In addition, the project will be incorporated into the Regional Residential Evaluation Program already in operation for residential services in the region.

As this model is also in the process of development for a country setting, staff are also documenting parts of the programme which are inappropriate and this will form the basis of an annual review.

All staff have undertaken preliminary training before moving into residences. Evaluation during this period has indicated the need for specialized training in certain areas such as micro-teaching skills and management techniques for House Managers. All staff will attend one further week of staff development after

after having worked in the residences for three months. The content of this training is being determined by experiences in the residences. Consultants from Hornsby have spent time in each of the residences with all staff and staff have also attended workshops in the community which relate to specific residences.

4. Encouraging Participation

All hostel residents were part of the consultative process in preparation for the move to community based accommodatio Those residents who indicated a preference to stay in the hostel were encouraged to participate in the new project and parents who preferred a more restrictive environment for their offspring were counselled about the new funding arrangements for such services and the considerably higher staff resident ratio in the new project. Another need for counselling was for those who preferred the institutional setting having lived that way for most of their lives. Some parents were also concerned about the normal risks associated with normal community living and were afraid that their son or daughter just could not cope with any exposure. Counselling reassured these people that staff would provide all necessary support for these activities. The N.L.P. model also has a set of policies and procedures for entry and exit to and from the programme and these were explained in detail to all residents.

D. OUTCOMES

1. Programme goals and intended outcomes

The project is to close a residential hostel for twenty people (adults and children) with developmental disabilities and to replace it with community based homes for the former residents of the hostel.

The intended outcomes are:-

- to provide accommodation with support related to the individual skills and needs of the residents;
- to develop the independence and skills of the residents;
- to enhance their integration into the community and to increase their use of recreational and other community resources;
- to provide a residential environment where residents feel secure and respected.

The major stated objectives of the programme are:-

- to provide quality accommodation throughout the Armidale community for 20 men and women and children with developmental disabilities, with support and activities which relate to the individual resident's needs, skills, interests and life choices;
- to enhance their integration into the community and to increase their use of community resources;
- to enhance the skills and independence of residents.

It is the Individual Habilitation Plan (IHP) which defines the behavioural outcomes the programme expects to achieve with each resident. This plan represents the way group home resources will be allocated to improve a resident's quality of life. Individualized plans are developed through a process of consultation with residents, staff, parents and advocates. Within the meeting, data is provided which documents the resident's current status; the need for behaviour and lifestyle changes as perceived by all meeting participants is to be defined, discussed and ranked and a reasonable set of these perceived needs selected as targets and translated into objectives. In addition, preliminary data monitoring procedures, intervention procedures and staff responsibilities are established.

2. Evidence of Actual Programme Benefits to Learners and Others

In the N.L.P. Model, the Activity Catalogue replaces sequential skill-oriented curriculum materials and is the organizing framework for individual assessment and programme planning, service delivery and programme evaluation. The Activity Catalogue is an organized list of activities from which training and performance objectives can be selected. The structure of the catalogue provides a framework for grouping activities that are similar and consists of two domains: leisure and personal management.

20/7

Some features of the catalogue are that it defines instructional content by analyzing community environments and typical adult performance; it is designed for the Armidale community by local staff; and the locally referenced curriculum identifies activities that are functional in the user's own community.

The N.L.P. Internal Data System provides a valid and reliable method of measuring valued activities based on the Activity Catalogue and identifies what individual activities a resident takes part in and a procedure for determining where and with whom the activities occur. The data is collected in such a way as to provide evidence of actual program benefits for each resident.

C. INPUTS

1. Participants

Participants in the demonstration project are the 20 former hostel residents with either a mild, moderate or severe developmental disability. All are either Armidale residents or from the New England Region and they attend either the Sheltered Workshop or Special School in Armidale.

2. Staff

Thirty two new staff were employed for the project:-

1 Co-ordinator
2 Assistant Co-ordinators - Programmes
 - Operations
10 Residential Care Workers (7 full time, 3 part time)
15 Assistant Residential Care Workers (12 f/t, 3 p/t)
4 Trainees (1 full time and 3 part time).

Staff were chosen who had qualifications in the areas of teaching, nursing, or social sciences, experience in a related field and a commitment to the principle of normalization.

3. Finances

A budget of $627,000 was made available as Demonstration Funding through the Department of Community Services for the first year, with a commitment to funding for a three year period. At the end of the demonstration period it is anticipated that the project will be approved for normal funding.

A large proportion of the budget was for establishment costs in setting up the eight residences. Although a request was made to purchase the residences, only one was approved for purchase and the others were to be leased.

4. Facilities, Equipment, Materials

Because this was a new project everything had to be set up from the beginning. This included establishing an office for the Co-ordinator and two Assistants, staff training facilities, consultants and community resources, one house chosen for purchase, seven units and houses leased in the community, and furniture and fittings purchased for each of the residences.

20/10

D. EVALUATION

Three major influences helped the programme to evolve and they were:- the principle of normalization, The Oregon Neighbourhood Living Project, and the fact that Hornsby Branch of Challenge Foundation had trialled the N.L.P.

The principle of normalization is the major influence shaping the development of community based residential services. It has many implications for the provision of services and gives a philosophical and theoretical basis for determining what constitutes "good" quality care.

Normalization, as defined by Wolf Wolfensberger (1972), is "the utilization of culturally valued means in order to establish and/or maintain personal behaviours, experiences, and characteristics that are culturally normative or valued". It calls attention to what programmes do and what they accomplish for those they serve.

Application of the normalization principle in human services benefits those who are most likely to be devalued by society because of mental retardation or other significant handicaps. Normalization is important because it gives us a tool for identifying, analyzing and reversing the vicious circles that trap people with handicaps. It guides understanding of how people become negatively valued and creates opportunities for them to be revalued. This results in:-

- the challenge of higher expectations;
- increasing opportunities for choice and support;
- handicapped people acquiring more socially valued characteristics.

20/11

Implementation of the normalization principle requires that a programme work to avoid devaluing responses to people with handicaps. Three of the most harmful habitual responses are these:-

- dehumanization: treating people with handicaps as if they were less than fully human;
- age inappropriateness: treating people with handicaps as if they are, and always will be, children;
- isolation: segregating people with handicaps from valued communities and valued people.

Understanding each of these patterns of devaluation helps define positive practices to ensure that people with handicaps experience dignity and individual respect, age appropriate settings and practices and as much participation in the life of valued communities as possible.

The Neighbourhood Living Model represents an effort to prevent costly and restrictive institutionalization when out of home care is necessary, by providing instead a small local alternative that fosters community participation, social integration and ongoing family contact. The Model reflects several values about residential services and handicapped people. It is based on the belief that a group home should:-

- be of neighbourhood scale;
- provide a safe, healthy lifestyle that reflects normal activity patterns;
- provide individualized learning opportunities;
- support community integration and participation, regardless of an individual's skill level;
- provide assistance to the community as well as to the individual's served;

and represents a direct application of these five beliefs.

A representative of Hornsby Branch of Challenge Foundation of N.S.W. (Phil Morath) went to the U.S. and participated in a specialized training programme for the Neighbourhood Living Project. He subsequently implemented the programme in Hornsby and is now acting as a Consultant to the Armidale Branch of Challenge Foundation. The N.L.P. formed the basis of the submission to the Department of Community Services.

E. INFLUENCES

Positive

The Handicapped Programs Review conducted by the Minister for Community Services, Senator Grimes, recommended as a fundamental principle that services for disabled people should focus on the achievement of positive outcomes for the individual. The Review identified a number of broad consumer benefits, consistency with which implies a move towards services which foster community integration through smaller scale services (and the use of generic resources) and encourages greater consumer participation in service planning and delivery.

The Department wished to select and support projects which had a trialling and demonstration function in exploring new service options which reflected these aims.

Challenge Foundation of N.S.W. Armidale Branch was successful in obtaining demonstration funding under the Disability Services Program 1986 for a residential services option as follows:-

> "a model deinstitutional project which supports an existing organization in the transition from a large residential facility to a graduated range of housing options in the community for former residents".

Negative

Negative influences were those of social traditions and community attitudes.

Some major socio-historical role perceptions of handicapped individuals or groups are as menace, object of ridicule, burden of charity, child, and sick person.

Community attitudes towards the handicapped suggest that they be excluded from valued activities, segregated from the general community and congregated into groups with similarly devalued others.

What this means for a programme such as this one, is that the community are not used to having people with disabilities living next door and they are afraid of the consequences for themselves, their families, property values and the like.

A major part of our project therefore is to educate the community to accept that people with a developmental disability have the same rights and responsibilities as those without.

REFERENCES

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Packer, J. and Wright, J., *I Like Where I Live: An Evaluation of Models of Group Home Style Living*, Department of Rehabilitation Planning, Department of Social Security, Woden, A.C.T. October, 1983.

Wolfensberger, Wolf, *The Principle of Normalization in Human Services*. Toronto: National Institute on Mental Retardation. 1972.

FACE SHEET

World Perspective on Adult Education

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1. Person who prepared this case description:

Name: JUDITH ELSWORTH Phone No.: 818 7371

Organisation: HAWTHORN COMMUNITY EDUCATION PROJECT

Street Address 24 WAKEFIELD STREET, HAWTHORN. 3133

City or Town MELBOURNE State: VICTORIA

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(x) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

LEARNING FOR THE LESS MOBILE

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

L. UNDERSERVICED POPULATIONS. OLDER & DISABLED PEOPLE

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

HAWTHORN COMMUNITY EDUCATION PROJECT
SMALL COMMUNITY EDUCATION PROVIDER.

6. Basic characteristics of service area:

A. 40.2 sq.km geographic size (such as square miles or kilometres)

B. 32,000 population (number of people living in area).

C. urban urban/rural (density of population)

2E/1

A. Process

Learning for the Less Mobile (L.L.M.) is an educational project originating in Hawthorn, Victoria, which provides learning opportunities for adults with limited mobility; most, but not all are older people.

The project initially developed out of concern by residents and local workers that few of Hawthorn's housebound population had access to education. The first learning groups commenced in 1982.

Each group comprises of up to fifteen people led by a tutor, with two or more voluntary assistants. Empowerment, enrichment and group involvement are the basis of these non-accredited courses. Consequently, emphasis is divided between course content and the development of skills which assist people to have greater control over their lives.

The program offers participants access to decision-making because they are able to negotiate what they will learn, in what style and are encouraged to voice their ideas and concerns. This means considerable weight is placed on shared discussion where everyone is given the opportunity to contribute.

Participants of one group recently recorded that they valued the chance

- to learn first and foremost.
- to share ideas with like-minded people.
- to express ideas without censure.
- to share mutual concern and support as a group member.
- to be out and about.

To facilitate group participation a full range of teaching aids are used. Visual aids such as slides, overhead projections and tactile exhibits are particularly useful in encouraging active group involvement. Movies and videos, unless very short tend to restrict this group interaction. Visiting speakers on specific topics of interest are encouraged to restrict formal talks to a minimum for the same reason.

Social interaction and acknowledgement of the individual within the group are also an integral part of the program. Participants are invited to share any personal happening or special occasions are celebrated. Much interesting

2E/2

comment takes place during afternoon tea, as participants continue to draw upon their personal experiences and resources. Relevant excursions are organised wherever practical.

The Learning for the Less Mobile Program is administered by a community committee comprising of interested local people, tutors and volunteers. This committee acts in a policy making and planning capacity and as an advisory body to the co-ordinator. While program participants have been encouraged to be part of this process, it is in the area of curriculum content and choice of tutors where they most wish to exert control.

Learning groups have developed around a variety of topics such as :

- travel.
- practical art
- current affairs and social issues
- television appreciation
- health, wellbeing and safety
- discussion on general topics
- history of Australian women and families
- cooking for one.

Over time, participants, tutors, volunteers and staff have contributed to the refinement of the program until the present format evolved. Informal discussions over lunch have proved invaluable in improving service to the client group and developing the teamwork of paid and voluntary workers.

Development of the program in the first two years relied heavily on the imput of social work students from Preston Institute of Technology, on field work placement. A review of the pilot scheme was also prepared.

Ways of encouraging participation have also been refined over time. Through trial and error, home visiting has proved the effective way of recruiting and retaining participant levels. Personal counselling, sometimes over a period, results in sufficient confidence to challenge negative personal and community attitudes towards older people being able to learn. It is this personal approach and a sense of belonging which results in commitment to the program.

2E/3

B. Outcomes.

The program has been developed to provide access to education for a previously underserviced group within the community. Normalisation, integration and self determination are all basic objectives. The program provides people with as normal learning situation as possible, by catering for special needs and regarding age , disability or frailty as no barrier to learning.

While interest in a particular topic is central to group formation, there is also a development of personal skills which can be applied to other situations. Participants learn to listen effectively, help each other to understand what has been said, consider different opinions, to speak out in front of others, to share ideas and experiences, accept others with sensitivity despite disability or to encourage others to take part. The subject matter of courses enriches participants lives with newly acquired or reinforced knowledge, while involvement in the group empowers them with skills to take back into daily life.

The aims of the program can therefore be stated as :-

- to increase learning opportunities for people with limited mobility due to physical and/or social factors.
- to provide the opportunity for people to continue to develop socially, emotionally and intellectually through learning.
- to provide the opportunity, through a learning experience, for people to have greater control over their lives.
- to provide the opportunity for integration and participation in community activities.
- to positively discriminate in favour of activities and programs that will enhance skill development and the initiation of new community activities.
- to increase community awareness and to promote positive attitudes towards :

2E/4

(1) the ageing process

(2) people with disabilities

(3) life long learning.

These aims have been developed over time by consultation with those involved in all levels of the program.

The L.L.M. project has contributed to raising local community awareness to the educational needs of older residents. The project is well known and referrals to it come from local community workers. Information has been collected from participants suggesting that there has been a beneficial effect of their total wellbeing. L.L.M. workers and institutional staff are increasingly moved and impressed by the comments participants make about the awakening of their sense of independence and the broadening of experiences and interests.

Several participants who have transferred to institutions outside the municipality have been instrumental in recruiting new members, because they have so impressed staff with their personal qualities and interest in life.

The commitment of tutors and volunteers to the program over time indicates the satisfaction everyone derives from being part of it.

Access to education for this previously unserviced group has been shown to be an extremely valuable experience for all those concerned.

C. Imputs.

Participants range from the mid fifties to late eighties with most being over seventy years of age. Lack of mobility may be due to a stroke, multiple sclerosis, oesteoporsis, arthritis or other disabling conditions associated with ageing. Some younger disabled people have also attended. The majority experience immobility due not only to physical factors, but also low self-esteem, confidence and motivation, lack of support and isolation.

Isolation is very real, even for people living in their own suburban homes, when driving or the use of public transport becomes impossible. For those in institutions, activities which do not suit the staff routine may be discouraged and maintaining personal autonomy can be very difficult.

With increased age, meaningful social networks diminish. It can become harder to remain in contact with the rest of the world without relying on family members, who necessarily have commitments elsewhere.

It has been a deliberate policy to employ experienced professional tutors, in order to provide the same standard of program offered to young active adults. Tutors often need to draw upon all their experience and resources to develop the confidence, especially of institutionalised older people and to weld the group together. Many of the tutors gained experience with the Council of Adult Education, Melbourne (CAE). This organisation, in line with its policy of supporting innovative adult education projects met the cost of tutor fees for the initial three year period.

Tutors have also assisted new people joining their ranks, by sharing expertise, recording impressions over time and also as part of a research project conducted during 1986.

Volunteers play an important part in the organisation and management of the program. Most are older people themselves who live locally. Duties vary with the group and the individual volunteer. Generally volunteers assist with personal needs of participants should they arise; this, includes assisting people in and out of transport, anticipating personal comfort or needs for better hearing or seeing etc. They also act as a bridge between the tutor and participants during discussions. This enables the tutors to conduct sessions, without the pressure of this individualised caring role. Tutors have expressed their appreciation of their voluntary assistants and consider them a vital part of a team approach. It is these volunteers and the experienced tutors which are the strength of the L.L.M. program.

It is the role of the program co-ordinator to provide as near normal conditions for learning as possible. This requires an eye for detail in regard to personal requirements of participants; who needs special transport? who needs a particular style of seating? who requires individual attention with toiletry?etc.

Providing venues, teaching aids and all other necessary requisites for tutors and participants.

Proceedure for the organisation of courses is now well established and it has been found that the co-ordinator has to draw all the elements together, with patience. An empathy with older people and an understanding of the educational issues involved are also required.

Financing the project has demonstrated the creativity and endurance of its staff, members and committee. Keeping the project viable has often taken considerable dedication, time and effort. It has however, been able to continue and expand,despite financial uncertainty.

Funding and assistance in kind has been ~~has been~~ derived from a very wide variety of sources at a local, state and national level.

These include:-

- Hawthorn Community Education Council and Member Organisations.
- Hawthorn Municipal Council.
- Swinburne Ltd.
- Various government departments, State and Commonwealth.
- Council of Adult Education.
- local service clubs.
- donations from private enterprise & individuals.
- Philanthropic Trusts.
- Voluntary Adult Learning Groups.
- Yooralla Society.

More recently funding has been made available through Technical and Further Education (TAFE) Designated Grants. It is anticipated that this will continue to be the main source of financial support,in line with a recent commitment by the Chairman of the TAFE Board to older persons' education.

Many hours have been given to the project by voluntary staff, students and local people. The value of this time cannot be measured in monetary terms. Most sessions are conducted in accessible community venues, educational facilities being utilised wherever possible. Teaching equipment is used as in other teaching programs and handouts are prepared in large face type, to facilitate reading. It is not usual for participants to take notes during sessions.

It is the provision of access and facilities suitable for people with disabilities which has to be addressed; this includes ramps for wheel chair access, rails in toilet areas and small scale non-threatening environments like those available in community education centres and neighbourhood houses.

Although it is not general policy, some courses have been conducted in institutions, where this represents the most appropriate venue. This was recently the case when a new hostel was opened. Sessions conducted at the hostel are assisting the residents to form lines of communication in a new environment. The decision to use this particular venue was only taken after considerable thought, planning and consultation.

When deciding location, factors taken into account are :

Accessibility - for transport and participants.

Comfort - Educational equipment and aids available, heating, cooling, accoustics, phone, kitchen and toilet facilities etc.

Proximity - to residential institutions and other facilities.

Normalisation - to provide as near as possible the opportunity to participate in an educational setting, used by the general community.

The provision of transport is the underpinning of the scheme to bring frail and disabled people into the community to share learning experiences. Without this provision their activities are severely restricted.

2E/8

Participants are collected from their place of residence and brought to various venues by community bus, multipurpose taxi with hydrolic lift for wheelchairs, normal taxis or in the case of those in a neighbouring municipality, by volunteer drivers.

The local municipal council supports the program by providing free transport for local residents.

Participants using taxis have Ministry of Transport half price vouchers and the remaining cost is met by the council. The community bus driver is looked upon as part of the program team.

The process of 'going out' adds to self-esteem and confidence. Having transport arranged and confirmed prior to each session, adds to the motivation to participate. One person recently discussed with regret the inability to walk far, but said that being rung to confirm transport arrangements gave her a prod to get ready and made her look forward with anticipation to the afternoon's session ahead.

D. Evaluation.

An evaluation of the program was completed by the Phillip Institute of Technology in 1983 and this served as a basis for forward planning and program organisation. A follow up student-centred evaluation has been proposed at the five year mark.

Ongoing internal evaluation takes place in regard to numbers attending and re-enrolling. Regular mid-way review of courses by participants, tutors and volunteers are conducted. There is also an annual review of the project by the committee and participants.

It has been through this process of constant review that the project has tested the concepts basic to its establishment and proceedures have been refined. It has also identified further unmet needs.

The Correspondence Course for Housebound and Isolated People has been a further innovation which grew from the concern and initiative of a former L.L.M. tutor. After two years of operation,it caters for people throughout Australia with severe restriction to participation in community activities due to physical frailty, rural or psychological isolation. The course offers a series of assignments, with the focus of writing based upon the unique life experiences of the individual. Writers are matched with a volunteer who acts as an encourager, commenting upon, and sharing the experience of writing, without assessment. A telephone consultation service is also offered and a collection of writing published each year. A number of former participants continue to write on a self-help group basis.

This correspondence program now has an identity of its own.

In response to requests from members, a summer program has been established. Activities run throughout January and February a time when many people confined at home or in institutions have most need for social interaction and intellectual activity. Families are often on holidays for extended periods, as are regular staff of institutions. The summer can be long, hot and boring for older and disabled members of the community.

A group not represented in L.L.M. programs has been socially isolated public-housing tenants and other lower income people. L.L.M. staff have become actively involved with local council workers on the management

2E/10

committee of a housing estate's community hall. Through consultation and observation, learning needs have been identified. A short pilot course in relevant living skills was conducted in 1986. This has been further developed during 1987 to meet the immediate needs of this group. A course entitled 'Cooking for One' incorporating practical, small quantity cooking skills, nutrition and budgeting has been well received.

A program has now been established in the South/Port Melbourne area based on Hawthorn experience and adapted to local conditions. As a model program L.L.M. has been throughly tested and reviewed over time and has wide application.

E. Influences.

The major influence in the establishment of the program was the response of the former Community Education Officer (C.E.O.) and the Hawthorn Community Education Council to the needs of the local community.

The project's development in Hawthorn reflects the socio demographic profile of the population. More than twenty five percent of residents were identified as over sixty and seven percent as over seventy five years of age. These figures were found to be double the Australian average, but indicated a trend apparent in other Melbourne suburbs and some country districts.

It was the initiative of the CEO and the strength of the local network, with assistance from bodies such as CAE and the Yooralla Society which formed the firm foundation for the program. With the availability of seeding funds and the employment of the first full-time co-ordinator, ~~that~~ consolidation took place.

Negative influences on the development of the program have been the lack of continued funding for salaries and running costs. This has seen the expansion and contraction of the program with the rise and fall in funding. Future planning is difficult and stable career paths for staff are non-existant. Lack of suitable accommodation for groups to meet at the

2E/11

Hawthorn Community Education Centre places extra strain on staff resources and unreliable taxis are a constant problem.

Despite these frustrations the project has continued way beyond the establishment phase. It has now formed the basis of a Centre, specialising in educational programs for older and disabled people. It has been a fore-runner in its field. There has in the meanwhile, developed growing community awareness of the ageing of the population and the need to cater for intellectual as well as physical wellbeing of older people. Educational programs have been shown to contribute positively to the life of L.L.M. participants.

The original premise of the program, that access to education is a very valuable, empowering and enriching experience not to be denied to anyone because of age or disability, has been confirmed. The recognition of access to education as a basic right is to be something worth working towards, not only for the residents of Hawthorn, but all older people. Under present Victorian government policies of equal opportunity and the Social Justice strategy which identified one of its target areas as the 'dignity and security ~~of~~ for the Aged', the climate appears to be favorable to lobby for wider educational access for older and disabled people.

A definite financial and policy commitment to programs for Older People from government sources would see the project and the Hawthorn Community Education Centre as an authority in this field, able to assist educators elsewhere to establish similar programs. It would appear that older people may have their day.

(Acknowledgement is due to Ann Whyte, Ann Skewes, Marjorie Atkinson and all those who have participated in the program since its inception.)

JUDITH ELSWORTH.

CO-ORDINATOR.

WORLD PERSPECTIVES ON ADULT EDUCATION

FACE SHEET

1. Person who prepared this case description:

Ned Iceton Telephone (067)733.088

Department of Continuing Education, UNIVERSITY OF NEW ENGLAND.

Home Address: 1/2 Schultz Avenue, ARMIDALE, NSW 2350

2. This case was based on a *currently functioning programme.*

3. BRIEF TITLE: UNElearn Group Discussion Correspondence Programme.

4. TYPE OF PROGRAMME: Category L - Underserviced Populations - Geographically Isolated Groups.

5. Type of Organization: University

6. Basic Characteristics of the Service Area:

A. The State of New South Wales, with overflow into the adjoining states of Queensland and Victoria. (1,067,826 sq. miles) Occasional enrolments also from the Northern Territory (523,600 sq. miles).

B. The population in theory is about 9.0 million, but in reality the enrolments per capita from the metropolitan areas of Sydney (population about 3.5 million) and from Brisbane and Melbourne (the latter two with a total additional population of about 4 million) are small in comparison with those from rural areas.

C. The Australian Urban/Rural ratio is about 65/35, and this would be true of our UNElearn source population. The primary population we are serving probably numbers about 1.5 million, *potentially*. In practice, of course, those who are aware of UNElearn are a tiny fraction of this number, and probably we would be quite incapable of dealing with all those who might wish to use our service.

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THE CASE STUDY OF UNElearn

A. Process

1. Methods of Teaching and Learning

The method is self-directed group study of one or more main texts, under the direction of a study guide. Students read individually in preparation for the group meeting. From there the group discussion and the preparation of a report to the tutor (by correspondence) provides the main stimulus to learning. Slides and audio and videotapes are used when feasible or appropriate. The boxes of books that are supplied on loan from the Adult Education Service of the State Library in Sydney contain an individual copy of each of the basic texts for each group member, plus additional resource material.(See also Under C.3.)

2. Programme Planning

The method is a judicious combination of consumer feedback, adult educator judgment and pragmatic opportunism. This is because relatively few resident academic staff can be prevailed upon to produce or tutor courses, and many lack the competence for engaging with the lay public on appropriately egalitarian, 'Adult' terms. Often outsiders have better motivation and are willing to work for the love of it--ie., for the love of helping other human beings to learn and being challenged in turn by them. The fee that we offer is quite small, and this deters those who are inadeqately motivated.

Even within the Department, with the exception of the UNElearn Course Co-ordinator and one other, staff have found themselves too otherwise pre-occupied to prepare any courses for UNElearn.

3. Programme Evaluation and Improvement; and Staff Development.

A routine feedback sheet is sent out with all enrolments and is returned by a significant proportion of groups and individuals. This information is very useful and the Course Co-ordinator acts on it on a routine basis. Many minor improvements have been introduced over the last four years as a result of this feedback. A plan to have other Departmental professional/ academic staff involved in review and planning based upon their own personal teaching involvement in this program has never eventuated. Yet this is what is really required if there is to be meaningful staff development. Thus essentially there has been no staff development as such.

4. Methods for Encouraging Participation, including Counselling.

In general nothing is done *for students* on this front beyond what can be done by including instruction sheets in every course booklet. On those rare occasions when tutors are in a position to visit the groups--at their own expense or the group's--then valuable counselling and retention efforts are made. (The furthest groups are 600 to 2000 kilometres away.)

B. Outcomes

1. The outcome intended by by the Director and by the New South Wales Board of Adult Education is to extend adult education provision to people who would otherwise have no access to organized adult learning; and this goal is achieved.

2. Evidence of Actual Programme Benefits

The Evaluation Questionnaire is returned from a significant proportion of enrolling groups and indicates the courses' value in a specific, content-centred way. Visits to the groups by myself as Course Co-ordinator and by various other tutors tell us that these learning experiences are of enormous developmental significance to the participants. One can observe that there is a developmental evolution over the years whenever groups hold together. The standard of reports received rises progressively to above average undergraduate level, even in groups whose members are not graduates. In at least one case the group began to operate in a socially developmental way: they took action collectively to launch a 'Grandparenting Club'. They recruited the retired folk in their area to play the role of volunteer 'grandparent' to their own and others' small children, whose real grandparents were far away or in another state.

In the case of isolated individuals on outback properties who have no access to the kind of mental stimulation we offer, our service is of 'lifesaving' significance.

The benefit of this programme will become even greater whenever our Australian cultural ethos evolves into a 'both-and' one that appreciates diversity. By this I mean that we will become not only 'multi-cultural' in outlook, but also that we will cease to divide ourselves into *either* 'thinkers only' *or* 'doers only', and will evolve instead into *both* persons *and* groups who always both think individually *and* take collective action...

(see Charles Hampden-Turner, *GENTLEMEN AND TRADESMEN: the Values of Economic Catastrophe*, Routledge and Kegan Paul, London, 1983)

C.Inputs

1.The participants (learners, students)

These are mostly self-mobilising groups of citizens, roughly ten to a dozen per group. There is also a small number who take courses on an individual basis, either because they are in an isolated situation and unable to mobilise a group, or because they enrol in one of our four courses that offer specific study skills to individuals.

2F/4

Our core service is provided to semi-permanent groups who take a series of courses over relatively long periods, up to twenty or more years in a few cases. These groups maintain an ongoing life by taking in new members to replace those who drop out. Such long-term groups comprise about half of our clientele.

The other half are ad. hoc. groups, trial groups and special-interest groups, and go elsewhere or disband when they've completed the UNElearn courses that interest them.

Roughly three quarters are women-only groups, one fifth are mixed, and one twentieth are men-only. They range in age from young--including especially young women with children--to elderly. They are recruited by word-of-mouth, by contact with the Country Women's Association, referred by local libraries or information centres, or very occasionally as the result of an advertisement in the press.

2. Course-writers, tutors

These are recruited from various sources. They are local university academic staff in about one third of cases. Others are current staff of the local College of Advanced Education (CAE), or are retired from the University or the CAE. Many others are professional people, or practitioners in the relevant field. Some may be recruited while they are based locally, and then continue to tutor and write courses after they move interstate. Others are recruited at an interstate location from the beginning because their expertise is not readily available elsewhere.

Course-writers and tutors are recruited on a personal basis, generally. This is because the fee we pay is relatively low and we need to know that they are enthusiasts who will place emphasis on meeting the needs felt by volunteer adult learners.

2F/5

3. Financial base.

The basic operating expenses are covered by fee income. As indicated, the fees *paid to course-writers/tutors* are low, and this allows us to keep the student fees at a level affordable by pensioners, which quite a few of our older group members are. Incomes of participants who work on the land are also often very low, lately, because of American and European price dumping. UNElearn is much assisted by a grant from the New South Wales Govt. Board of Adult Education(BAE). This covers (1) the fees we pay for *writing new courses* (as distinct from tutoring), (2) the cost of tours around the state for promotion or for recruiting course--writers, (3) a subsidy we pay to persons or organizations that recruit new groups for us, and (4) capital assistance towards the purchase of one of the Department's word-processors.

We receive support in kind from those of our tutors who volunteer at their own expense to visit our study groups if they are in the same vicinity during holidays or on business.

The major area of in-kind support comes from the New South Wales State Library (Adult Education Section), which provides each group with a box of books on loan for the duration of each course, railed free to the nearest railway station.

4. Facilities, equipment, materials.

The programme staff are supplied by the University with two offices, two typewriters, plus cupboards and filing cabinets. Routine stationery is supplied. Printing costs are charged against fee income. A Wang word-processor is shared with four other users in the Department.

5. Staff involved.

One academic/professional and one clerk--who share the typing and word-processing between them--are the staff of the programme.

D. Evolution

The programme began in 1954 when the University of New England became an autonomous institution. When the Department of *Adult Education*, as it then was, was set up, it was decided to continue offering from the new university the type of group discussion programme by correspondence that had been launched by Sydney University's Department of Adult Education one or two years before.

Interest in the local UNE programme has maintained over the years, although there have been major fluctuations in the volume of enrolments throughout the period. The programme was originally called 'Discussion Courses' but the name was changed to 'UNElearn' in 1973. (The original programme at Sydney University has recently changed its name also--to 'DISCUS'.)

With special grants provided by the NSW BAE, we at UNE have been able in recent years to introduce many new courses. We have also undertaken country promotion tours that brought a fresh burst of enrolments each time. As a result we then ran into various problems such as the lack of sufficient book-boxes at the State Library (due to funding cuts there) and then some clerical difficulties, and more recently the lack of typing staff and word- and data-processing equipment.

A major and increasing disappointment has been *the diminishing number of academics* who have time or apparent interest to write or tutor programmes, or have the kind of *generalist*, 'intellectual', competence for dealing with citizens whose practical thinking goes beyond academic frames of reference.

E. Influences

1. Positive influences for the UNElearn programme include the ongoing support received from the NSW Board of Adult Education and from the State Library's Adult Education Section.

2F/7

On the policy front there have been recent advances in terms of a Federal report on Adult Education which is the first ever and proposes useful further clarification of the situation in Adult Education, the rectification of numerous anomalies, and the creation of a permanent policy body.
At state level in New South Wales the first ever Ministerial Policy Statement on the subject of Adult Education was promulgated in 1986.

Next among the positive influences is our band of dedicated course-writers and tutors who though not numerous enable us to offer a programme of high quality.
Most importantly, we have also a set of very dedicated students in whose lives our service is emotionally very significant.

2. The Department over the last fifteen years has suffered a progressive, major cut in resources as the result of its low priority among academics. The status of programming staff has at the same time been downgraded from 'academic' to 'professional officer'. From a total of 14 academics plus 2 graduate assistants in 1969--all engaged in programming--the number *in programming* fell to 1 academic and 4 Continuing Education Officers in 1986*

There is no sign that the decline has stopped yet, as the pressure to become a commercial adult education marketing organization is still increasing, undermining our role as professionals. This is

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*See case study, pp.37-43, in *Institutional Mechanisms of Interacttion between Higher Education & the Community: Illustrative Examples*, OECD/CERI/CR/79.06, Paris, 1980

2F/8

happening at the same time as there is resolute resistance to the idea that credit students should pay any fees. The flow-on effect has been a cut in typing staff in the Department, with the result that our UNElearn programme now has no routine access to skilled typing, and typing has to be shared between the Course Co-ordinator and the UNElearn Clerk.

Perhaps as a result of the University's (presumed, unstated, rumoured) plans to close the Department altogether we have suffered routine non-replacement of staff, and more than two years of delay in getting word-processing equipment installed --equipment that we have seen as essential if UNElearn is to expand despite its limit of two staff members. Certainly the extended failure of the University to state its long-term intentions toward the department has led to continuous internal speculation along these lines, with consequent damage to morale generally.

F.Other Factors

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FACE SHEET

World Perspective on Adult Education

[illegible]

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Helen LaNauze Phone No.: 060 24 7322

Organisation: Continuing Education Centre, Albury/Wodonga Inc.

Street Address 63 High Street,

City or Town WODONGA State: VICTORIA 3690

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

WOMEN'S ACCESS PROGRAM

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

L - Underserviced Population - Women

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

Community based Adult education organisation

6. Basic characteristics of service area:

A. Up to 50k geographic size (such as square miles or kilometres)

B. Min- 75,000 population (number of people living in area).

C. urban/rural urban/rural (density of population)

26/1

INTRODUCTION

The women's Access Program at the Continuing Education Centre Albury/Wodonga (C.E.C.) covers a range of activities and functions which seek to remove the barriers to women's education and to enhance their educational opportunities. Central to the program is a series of short courses conducted by the C.E.C. and much of this Case Study will focus on this aspect of the program. However, the program also places strong emphasis on an outreach role, by assisting and supporting other groups in the development of their programs. It also takes an active part, wherever possible, in other educational bodies and processes within the community so as to effect changes on behalf of women.

The program has its own advisory committee, which is a sub-committee of the C.E.C.'s Committee of Management. The advisory committee oversees, supports and develops policy for the program.

A. PROCESS

1. Methods of Teaching and Learning

Teaching and learning principally take place within small groups, each with its own tutor. Each Group is advertised as a separate class, e.g.'Maths for Women', 'English', 'Stepping Stones' etc, but most are held on the one day and at the one location.

The methodology used is a developing one, but one which is increasingly informed by a philosophy of social change, such as that espoused by Friere (1),and by feminist writers such as Jane Thompson (2). Aspects of this methodology include:

- all groups are women-only groups

26/2

- teaching methods seek to empower women to take active control of both their learning and their lives. Emphasis is thus placed on small group techniques, co-operative rather than competitive learning, shared leadership and shared decision-making
- program content is 'women-centered', i.e. 'women's experiences, culture and knowledge form the frame-work through which all aspects of curriculum are studied and evaluated.' (3)
- 'Learning' is seen as having a number of dimensions, it is personal as well as social and political; it is both affective and cognitive. Teaching in the program seeks to integrate these different dimensions, e.g. by linking personal experience with a broader framework of knowledge; by allowing for and supporting personal and emotional growth, together with the acquisition of new knowledge.
- the program recognises that learning also takes place outside the classroom and encouragement is given to such things as informal sharing during coffee break and over lunch; individual learning through the provision of a library; informal counselling and support

2. Program Planning

Program planning is a shared process with Co-ordinator, tutors and participants. The final responsibility rests with the Co-ordinator.

2.1 Participant Input

A variety of methods have been used to gain participant input. These include: - Questionnaires, discussion with individuals and dialogue between Co-ordinator and participants which regularly takes place on a group by group basis. This latter method has proved to be the most effective. Participants are asked to share their views on their current classes, their own goals and objectives for their learning and any specific needs/ objectives identified by them. When placed against a background of 'informal over lunch' feedback, this process identifies issues facing participants, the life directions and decisions they are involved in and the relevance of the learning programs to these.

2.2 Tutor Input

Regular discussion takes place between tutors and Co-ordinator. In addition, tutors and Co-ordinator meet for the purpose of jointly planning programs each semester.

2.3 Community Input

Methods used to obtain community input include:-

- discussions between Co-ordinator and community workers, teachers and participants in other learning programs, such as Women's programs at the TAFE College, etc.
- generally 'keeping an ear to the ground' by maintaining links with a variety of community groups.

2.4 Other inputs include :-

- use of existing data, e.g. demographic data, unemployment figures.etc.
- information about programs in other communities.

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3. Program Improvement

Current policy is to give high priority to processes which enable the program to evolve and improve rather than just expand. Aspects of this policy include :-

3.1 Limiting the Co-Ordinator's teaching hours to 2 hours per week to ensure maximum opportunity to enhance informal feedback from participants and to enable ongoing support for tutors

3.2 allocating funds to pay sessional tutors to attend regular meetings for the purpose of sharing achievements, experiences, difficulties and skills and for planning.

3.3 allocating funds for staff development.both for local initiatives and for staff to attend other programs. Tutors, however, are not paid for the time given to staff development activities. Inspite of this, they have been extremely committed and all have participated in several staff development activities over the past 12 months.

3.4 Evaluation is a constant and integral part of the program, and preference is given to informal processes, such as those already mentioned. Recently, the advisory-committee recognised the need for a more formal evaluation, but attempts to gain funds for this have been unsuccessful.

4. Encouraging Participation

4.1 Initial Enrolment

The program is promoted as part of the general program of the C.E.C., as well as separately, by brochure, radio and television announcements etc.

A 'coffee enrolment morning' is held before each program commences, enabling prospective participants to meet tutors and Co-ordinator and discuss their needs.

26/5

A recent innovation has been a booklet entitled 'Women's Learning in Albury-Wodonga'. which informs women of the variety of learning opportunities in the area

4.2 Ongoing Participation

Throughout the program, tutors and Co-ordinator work to enhance a sense of belonging. Creating a caring, warm environment, encouraging communal lunches, following up participants who miss a class and referring women to appropriate counsellors are all part of this process.

B. OUTCOMES

1. Program Goals and Intended Outcomes

The stated aims of the program are :

1.1 To provide a range of courses designed for women which:

- restore or develop confidence
- open up new opportunities, be they further study, work etc.
- examine issues which are particularly relevant to women
- examine issues from a woman's point of view
- increase women's skills to handle a range of issues and problems within the community
- redress imbalances in educational opportunities

1.2 To provide a comfortable and informal environment in which women can share and learn from each other.

1.3 To provide opportunities for women to be involved in the planning and development of their own educational opportunities so that these are sensitive to their goals and interests and create pathways relevant to them.

1.4 To mix the provision of learning opportunities in such things as crafts with the provision of Women's Access programmes so that women can be encouraged to move between these opportunities.

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1.5 To provide information about other learning opportunities and support to women who wish to pursue them.

The advisory committee has added the over-riding objective of seeking first to provide learning opportunities to women suffering the greatest disadvantage, be that because of social, personal, financial or educational reasons.

One of the methods used to 'gain agreements' on objectives is to ensure that participants have adequate information so that they can match their own requirements with the particular courses in which they are enrolling. The introduction of a coffee enrolment session with tutors has greatly improved that process although as participants are still able to enrol without attending there is still room for mis-match. In addition, the teaching methodology involves jointly establishing plans and of reviewing these throughout the program.

2. Actual Program Benefits

The importance of the program to participants and the positive effect on their lives is indicated by what they have said in discussions and written comments, by the changes evident in their attitudes and by the directions they take after participating in the program

2.1 General Impressions

Overall, there has been a high and increasing commitment to the program, both in terms of enrolment attendance and the level of general enthusiasm. In its three years of operation, only two out of approximately fifty courses have been cancelled because of low enrolment.

Women often express their enthusiasm, eagerness and delight in their learning experiences. One participant captured these feelings well in a short article entitled "I am able to write". She concluded:-

"I feel like a kid that learned to whistle and now wants to blow wonderful tunes."(4)

2.2 Personal Growth and Development

Women frequently comment on their increased ability to make their own decisions, their increased confidence and their raised self-esteem. One student wrote on an evaluation form: "...it was very beneficial to my self esteem. I feel I am commanding more respect than ever before."

Another learned "...to make decisions by (her) self."

2.3 Some Women make important life decisions. These can involve decisions relating to work outside the home or further study, or they can be far-reaching and painful personal decisions.

2.4 Some women go on to further learning opportunities. For example of twenty nine (29) participants at the end of 1986, ten (10) have continued in the Women's Access Program, six (6) have enrolled in the full-time 'New Opportunities for Women' program at the Albury College of T.A.F.E. and another five (5) are undertaking other study, including tertiary studies.

C. INPUTS

1. Participants

The participants are women who are mainly in the age group 20-49 years. In 1986, for example, 23% of participants were between twenty and twenty nine years, 37% were thirty to thirty nine years and 31% were forty to forty nine years.

The largest group - 62% in 1986 - describe themselves as engaged in 'full-time home duties', although a number also have paid part-time work. This no doubt reflects the fact that most programs are offered during the day.

26/8

The participants are diverse in their family responsibilities. For example, about one fifth of the 1986 participants described themselves as having no responsibility for children: another quarter currently had responsibility for pre-school age children, whilst the remainder had school-age children. Over one quarter of the enrolments in 1986 were from solo parents.

The majority of participants (62% in 1986) have completed year 10 or less of formal schooling, with a few having completed higher schooling.

Finally, it is notable that participants come from a wide geographic area, i.e. both from Albury and Wodonga and the surrounding area. Some women travel at least 50 km.)

2. Staff

The program is staffed by a Co-ordinator, employed on a permanent basis for twenty (20) hours per week and sessional tutors. The number of tutors at any one time varies, but is usually five (5). Each conducts a two (2) hour sessions once a week.

Tutors are not necessarily teacher-trained, although often they are. They are employed because of their understanding of mature age women, their interpersonal skills, their understanding of the teaching philosophy and methodology, as well as their teaching skills and their knowledge of their subject area.

The stability of the tutor group over the last two years has been a very important factor in the development of the program.

3. Finances

3.1 The major source of funding for the program comes from a recurrent grant from Victoria, through its Technical & Further Education system (T.A.F.E.) This is $15,000 which is allocated to Co-ordinator's salary, administrative costs, promotion, tutor support and program development.

3.2 The majority of tutor sessional fees are also from T.A.F.E.

26/9

Victoria, which provides "Access and Preparatory" funds to

the C.E.C. The C.E.C. allocates a proportion, currently approximately 16% of its budget, to Women's Access programs. This is three hundred hours (300) hours per year, or $6,900.

3.3 The C.E.C. subsidises the program by providing assistance with administrative support, accommodation, promotion, child-care and staff development.

3.4 New South Wales T.A.F.E. Outreach Department has provided tutor fees and limited child-care costs for some programs in Albury which the Women's Access program has initiated.

3.5 Minimal fees are charged for programs amounting to approximately $1 per session. Approximately $1,700 per annum is generated in this way.

4. Facilities, Equipment, Materials

The major facility used is the C.E.C., which provides classrooms, recreation lounge and a child-care facility, (see later). The building is an old school which is gradually being modified for adult use.

Programs are also conducted in other locations such as Neighbourhood Houses, the Women's Centre, and a local Primary School. All daytime locations must have a minimum of two rooms - a classroom and a child-care room.

The equipment and materials provided are of a very limited nature. Most teaching aids, such as Audio-Visual aids, must be hired, although the C.E.C. does now own a Video Player and Photocopier. Tutors frequently arrange their own materials and/or work with a minimum of equipment.

The creation of a small Women's Access Library focusing on fiction and non-fiction books about women has been important for the program and is well used by tutors and participants.

5. Other

The Mobile Child-care scheme, which supports the Women's Access Program and other local community education programs, was a development unique to the Albury-Wodonga area and a direct result of the development of the Women's Access Program. In essence, the service consists of a number of trained and untrained workers, a Co-ordinator, equipment and worker hours. It provides on site, quality child-care where a program is being conducted.

The main core of funding comes from the Federal Office of Child Care, but additional funds are from other sources such as T.A.F.E. Victoria.

"The child care provision is, possibly, the single most important measure in providing access to learning opportunities for women with young children." (5)

D. EVALUATION

The Women's Access Program commenced in 1983 when the C.E.C. received a small grant from T.A.F.E. Victoria. The stated purpose of the project was: "...to explore ways to reach out to women as yet not involved in T.A.F.E. programs to identify reasons for their non-involvement, to adopt learning opportunities to overcome such barriers so that the whole range of T.A.F.E. programmes become open to them." (6)

The initial research explored existing participation of women in post-secondary education, barriers to their access and successful projects elsewhere. As a result, it recommended :

- the development of a program of short courses integrated into a one-day program at the Continuing Education Centre

- an Outreach program
- continued support and development of the Mobile Child Care facility
- the development and support of a network of women working within educational institutions.

The goals of the initial programs have been stated earlier in this report (see Page 5.)

The major trends that have occurred since this time have been in the direction of refining the goals and objectives and making these and the program more specific in focus.

The main trends have been :

1. Narrowing the focus in order to concentrate on women with greatest need.

   This has encouraged changes in, for example, advertising strategies and programming. Advertising strategies now more clearly target women who 'left school early' or 'who feel nervous about returning to study'. Programs are less likely to be traditional 'school type subjects' such as history, literature, etc. More emphasis is placed on "multi-disciplinary" courses, such as Women's Studies, on flexible courses with some personal development component, such as 'Stepping Stones', or Women's Learning Group.

2. The development of a policy to direct more resources to a smaller group rather than expanding the program to more women. This has meant, for example, that some additional courses are developed during the program, and only offered to current participants.

3. An emphasis on the program as an 'Access' program rather than one in which women return year after year. This does not mean, of course, that women are expected to enrol for only a specified period. Rather, it means that :
   - the general program of the C.E.C. has been encouraged to develop programs suitable for women wishing to continue in non-formal, adult education, rather than pursue accredited courses
   - there is emphasis on the provision of information counselling and contacts with other educational fields, so that women are assisted to find their appropriate next step. This is regarded as a very important part of the Co-ordinators role.

E. INFLUENCES

1. Positive Influences

1.1 The most profound and formative influence on the program has been the continued growth and development of the Women's Movement, and of feminist thought and analysis. These have been instrumental in:

- raising community awareness about women's rights, thus encouraging women to seek out programs as well as supporting their development.
- the development of government policies, such as the recent Victorian TAFE Board Women's Policy and Child Care Policy, which provide a framework for Women's programs to pursue funding.
- the development of a strong local network of women, which has provided human support and resources to the program.
- developing a critical analysis of the education system, how it has worked to the detriment of women, and how women's educational interests can be pursued.

26/13

1.2 The environment of a community-based organisation and in particular of the C.E.C. has also been very important. Particular strengths include:

- the flexibility which a community based organisation offers
- the openness and support of both the C.E.C.'s staff and Committee of Management
- the degree of autonomy given to the program to develop its appropriate objectives, methodology, staffing, content, structure, etc.

1.3 The evolving recognition by the Victorian TAFE Board of the legitimacy and importance of community-based adult education has opened access to some previously unavailable resources such as recurrent funding, and staff development opportunities.

1.4 The development of the Mobile Child Care Scheme has underpinned the entire Women's Access Program.

2. Negative Influences

2.1 A lack of resources is the single most limiting factor, in spite of the trends noted above. Funding currently is insufficient to cover the legitimate requirements of the program. In particular:

- tutors are not paid for much of the work they do
- there is no funding for the program to expand, regardless of need
- access to resources such as equipment, materials etc is more limited than would be available to a College based program
- the need to charge a fee, although small, is an inhibiting factor for many women.

26/14

3.2 It is increasingly apparent that a Government focus on 'vocational' education will influence educational priorities. Traditional concepts of 'vocational' education have been found to be inappropriate. when applied to much of women's education. These new trends may counteract some of the more favourable trends noted above. thus acting against the interests of programs such as this one.

Footnotes

1. FREIRE Paulo : Pedagogy of the Oppressed Penguin 1972
2. THOMPSON Jane : Learning Liberation Women's Response to Men's Education Croom Helm, London 1983
3. Feminist Learning Project. Feminist Learning at the Council of Adult Education in Network of Women in Australian Adult and Community Education Newsletter No. 5 November 1986 page 10.
4. BIHLER Ady : in Women's Access Magazine 'Women's Work' page 43
5. LaNAUZE Helen : opcit page 33
6. Ibid page 5.

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FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Mrs Natascha McNamara Phone No.: (02) 818 2977

Organisation: Aboriginal Training & Cultural Institute

Street Address 14 Jane Street (Box 108, Post Office)

City or Town Balmain, Sydney State: NEW SOUTH WALES

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

( ) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

(Australian) Aboriginal Village Community Management Training Program

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

L. UNDER-SERVICED POPULATIONS

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

NATIONAL NON GOVERNMENT MANAGEMENT TRAINING INSTITUTE

6. Basic characteristics of service area:

A. 95,875 square kilometres geographic size (such as square miles or kilometres)

B. 3,500 Total of Village Populations served by programme population (number of people living in area). in programme

C. 25% urban/rural (density of population)

2H/1

A PROCESS

1. Methods of teaching and learning (including main types of methods and materials for helping adults learn?

This case study describes a programme of Community Management training for members of remote village communities in Northern Australia.

The programme consisted of a continuous process of short intensive workshops, and community visit follow up in a phased approach.

This approach can be compared with the longer term courses provided by other institutes where participants are required to leave their communities for long periods of time.

This adults education training programme consisted of 5 inter-related activities each of which was essential to the teaching process.

COMPONENTS OF THE COMMUNITY MANAGEMENT TRAINING PROGRAM

(a) Consultation, community visits and needs assessment mini-workshops where appropriate. These includeddiscussions on content and participant selection as well as follow-up assessment.

(b) ON CAMPUS WORKSHOPS

These workshops were held at Institute headquarters in Sydney and were designed to cater for broad management development needs.

These workshops were also accompanied by field study visits to Local Government and other programmes of interest designed to facilitate accelerated social development.

(c) OFF CAMPUS WORKSHOPS

The sites of these varied according to the aims of the workshop and the nature of the participants.

The Workshops held off campus were normally related to specific aspects of a community training program.

These Workshops may relate to a range of more specific needs, that can be more appropriately met in a practical laboratory situation.

(d) INTER-COMMUNITY VISITS

A significant feature of the programme was inter-community study tours. Initiated to allow respective community personnel to share information to observe and analyse

2H/3

community activities (e.g. housing and enterprise developments), these structured visits were the first of their type to be initiated into an integrated management education programme for Aboriginal people.

(e) FOLLOW-UP VISITS

Follow-up visits were designed to assist participants as well as briefing for support personnel on-site. They were developed into a systematic feedback method and can still be further developed depending on the availability of suitably trained personnel.

A. PROCESS

2. **Programme planning (including who conducts needs assessments and context analysis, and how they usually do so, a long with other major planning arrangements and use of plans.)**

Programme planning was done through a series of staff consultative visits with:

.. Participants of previous workshops

.. Members of Village Community Councils

.. Village administration staff and professional personnel e.g. Teachers and Health Workers.

These consultation field visits varied in time frame.

Some visits were made immediately following a training workshop.

On other occasions, the consultation visit was made 4-6 weeks after participants had returned to their village community.

The information gained from these consultations provided in part a basis of the framework for the programme for the use in the next workshop.

In addition, participant assessments were carried out after each workshop. This approach enabled the planners of the series to learn as the Institute

2H/5

completed each workshop, i.e. to learn from the participants' reaction and comments what the next workshop should do.

The detail of programme content, structure, and actual methodology was evolved on a daily, (sometimes session) basis according to the participants levels of interest, comfortability, and receptiveness to the subject matter.

Difficult subject matter such as financial management would require coverage in a series of different modules. So there was a need for a great deal of flexibility in the planning to allow for extended teaching of certain subjects.

On the other hand, other subject matter was absorbed more quickly than anticipated. So there was a need for an indicative programme which would be followed as required.

A PROCESS

3. Programme improvement/including evaluation and staff development.

The nature of the programme was such that it had to be assessed constantly - in order to monitor participant interest, participant levels of comprehension and participant levels of apprehension.

The challenge of the particular programme was the need to maintain a consistently high level of participant interest and motivation. This could only be achieved by regular monitoring and if necessary changes in pace and format of programme.

Changes could be made to the compositions of the small working groups.

In some instances participant response to subject matter would determine the nature and content of succeeding sessions which at times would take the programme into unexpected directions.

However if it maintained the interest and the learning process and was within the broad goals set for the Workshop then the programme would be adjusted accordingly.

Changes could also be made to the format - discussion groups, role plays or debating groups.

STAFF DEVELOPMENT

The development of staff was an integral part of the program. All members of staff were encouraged and expected to learn from each other.

At the same time, staff were expected to learn from participants.

This was understood and respected by the participants who frequently took the time to teach their language, customs, dance and songs to the staff.

A PROCESS

4. Encouraging participation (including counselling and retention efforts.

This programme was based on the principle that all training would be participatory.

This required that the curriculum would have to be structured to enable all members to participate in all facets of the programme.

Given that English was a foreign language for all participants and that a significant number of participants in each session were not literate a participating programme required a high degree of creativity, in both content and methodology.

This was achieved by organising all training sessions in small groups. These groups were constituted in different ways - e.g. intra community/single language groups; male/female groups; and inter-community groups.

All training sessions relied on a visualized teaching process - in keeping with traditional teaching methodology.

This helped to maintain attention and concentration and facilitated comprehension of programme content including complex subject matter.

The rate of progress through the programme was determined by the participants demonstrated pace of learning.

Their continued motivation required a programme that was consistently interesting and achievable. The demand of meeting such programme requirements makes non formal adult education so challenging and yet so rewarding.

B Outcomes

1. **Programme goals and intended outcomes (including major state objectives and process of gaining agreements on objectives.**

Within these remote villages, the communities had begun to move towards acceptance of the promises implied in the Government policy of Aboriginal self management. The establishment of village councils and Local Government administrative structures reflected the desire to pursue and exercise self management.

However government reports of the day indicated that many community groups were experiencing varying degrees of difficulties in the management of their own affairs, generally because of the lack of skilled and knowledgeable managerial officers.

This Community Management Training programme was designed to fulfil a vital need for executive officers of Aboriginal Community Councils to be both informed and knowledgeable about administration and possess the relevant skills in management practices.

This project was predicated on the belief that the Aboriginal residents in these remote villages needed a training programme that both recognized and incorporated the cultural background of its adult learners as a springboard for a new type of learning process.

A preliminary planning workshop was held with representatives of the participating communities to confirm the need for the training programme and to identify the broad focus and content of the programme.

Management is a culture bound activity and educational methodologies have to be especially suited to the goals, values and attitudes of the people who are the "Managers".

The goal of this project was to develop a Training programme that was culturally compatible, and academically appropriate to provide the levels of knowledge and skills required for self-management.

2. Evidence of actual programme benefits to learners and others (based on evaluation findings or general impressions.)

Whilst the Institute conducted regular assessments of the programme effectiveness with the participants, arrangements were made to obtain independent external assessments of the programme from:

(a) The Participants
(b) Village Field Staff
(c) Government Officers in the region

Samples of all three levels of assessments are presented as follows:

(a) Participants Assessments

In small groups where we shared ideas and experience from our own cultures and communities. "A sharing time." The lecturers shared with us and took our ideas and we worked the programme out together. We felt we participated in setting up the course. We made up teaching books. The lecturers were sensitive to Aboriginal people and asked advice about cultural things.

The talks about our culture and how we can teach our children their culture and also European way.

Language was simple and easy to understand.

"I have done courses with balanda (white people). They write up balanda ideas on the board, they use hard words and talk too long and make us sleepy. They don't stop to let us work things out if we can't get it. The Institute people share lectures and let us break up into smaller groups if something bothers us. Then we share our ideas."

An older man. "It was real helpful to me, but especially to the council. No one knew about budgetting before, or how to speak.

"We also heard how other people dealt with problem people in their communities. We used to be tough and send them away for six months. They felt like outcasts. Now we make them do public work for the community for nothing."

The Council chairman, said, "J did a lot of things to help this community after, those courses. She started a mothers' club and get-together. She is on parents and friends association and does a lot for the school.

Assistant teacher, "I learnt paper work and to use the phone and the duplicator. Before I had to get help on the duplicator, now I use it on my own."

* * * *

Village Staff

Both the headmaster, and the class teacher, have seen improvements in D and said D's attendance is better, and he does use the duplicator on his own and is confident on the phone. He has been much more helpful and reliable.

JR community worker who has 16 years experience in the area, stated that the courses are very good, and there are not many such programmes available.

The students all seemed to have good feelings towards the staff of the Aboriginal Training and Cultural Institute, and some asked after individuals. Some commented on the fact that attitudes and approach were different from what they had experienced from European teachers. They felt there was more sensitivity to cultural matters and implications, but also more sensitivity to Aboriginal people and how they understand things and how they react. They felt there was a real listening by staff and a sense of working things out together, as well as a flexibility that helped them to stop and take stock, or to thrash out something which they didn't understand before moving on. They felt too, that the course dealt with issues which were of real concern to them.

These appear to us to be very positive aspects of the Institute's courses that make them somewhat different and very valuable to Aboriginal people who are trying to cope with a foreign world and with running complex community structures and functions which have been rather dumped upon them.

* * * *

Government Officers

I have now investigated quite closely the training that the Institute has been providing in a number of communities and alternatives to it. We have sought information from Aboriginal people in the communities; from Council members as well as office staff; from non-Aboriginal people who have worked in these communities and are familiar with the training offered and its effect; and from a variety of departments and other agencies that provide some management training in the N.T. and elsewhere.

1. At present there seems to be no satisfactory alternative in the N.T. (and probably elsewhere in Australia) to the training that the Institute offers. The TAFE section of the N.T. Department of Education offers some training, mostly in book-keeping in

conjunction with the Department of Community Development (Community Government Section); however, their teaching materials from my observations, will focus largely on the technical aspects of management.

2. One of the strongest features of the Institute's work was its initial emphasis, (in each stage of the officers' training) on development of conceptual understanding before, and then in conjunction with, the presentation of the technical aspects of management. This seems an obvious approach to take when working with a community where management of the kind necessary to operate Council offices and community works is a new concept; and yet it is not a significant part of the other training programmes I have observed..

The Institute advocates, and assists to set up, a process of continuing support to the officers when they resume their work in their community, and is developing useful materials to assist with this.

However, all the feedback that we have received on the Institute's work is highly favourable. In addition, it seems that one of the most important effects is on motivation and level of confidence, an essential pre-requisite to further development.

There is at present no satisfactory alternative to the training that the Institute offers.

Senior Policy Analyst,
(Aboriginal Employment and Training Unit.)

* * * *

An assessment of the effectiveness of the training was made by obtaining comments from a number of representatives of user organisations. The response in all cases was that the Institute had made a positive and valuable contribution and the approach adopted by the Institute had been suitable for the needs of Aboriginals. A former Principal Catholic Teachers College, Mt Hagen also commented that the Institute programs he looked at were 'as good as anything he had seen in New Guinea'.

The Committee concluded that:

"the Community Management Training (CMT) program is an effective response to the Critical need for the development of management awareness and the introduction of simple management skills in Aboriginal communities.

The Institute has provided an apparently effective and appropriate management training course utilizing innovation techniques."

Official Government evaluation

C. Inputs. Numbers and characteristics of people and resources that are acquired for the program to function, along with other procedures to obtain them.

1. Participants

This programme was structured to be group oriented in nature - and in process. That meant that all the participants were linked by common attributes. i.e.

- The participants were members of traditionally oriented and remote village communities.
- The participants were speakers of traditional languages for whom English was a foreign language.
- The participants were associated with the administration of their villages - either by employment or as members of the local village Council.

The participants age ranged from 17 - to 62 years, with a predominance of men in the various groups.

The educational levels of participants ranged from zero schooling to level 3 of high school.

As a basic tenet of self management - the selection of all participants was left to the Village Councils. The criteria differed within each council.

Participants costs of travel accommodation and educational materials were covered by Government bursaries or grants.

Participants numbers for all the Workshops were kept to a maximum of 25.

2. Staff (teachers, discussions leaders, co-ordinators).

The staff of the Institute (10) involved in the programme presented a wide range of backgrounds and skills - most had had some professional experience overseas and were especially recruited because of this experience.

Effective non-formal education in this type of cross cultural programme requires intensive application of staff at least in the initial stages of the programme.

To this end, the staff were structured into a task force.

Whilst all staff were assigned functional positions within the Institute all were involved in the planning and were rostered to work across the board in their areas of speciality to assist in the overall development of the programme.

The Administrative Officer (accounting) was responsible for the development and teaching of all budgetting segments of the programme.

The secretary served as recorder for non literate participants when required.

The Youth Work staff developed all the role play segments of the programme and were in turn assisted by the Administrative Officer for any financial management training required in that program.

This task force approach gave all staff a personal involvement in and a commitment to the program.

More importantly, it helped to personalize the Institute's service to the participants who became familiar with and friendly to all the staff.

In cultural terms, if defined for the Institute staff their "relationship" to the participants and provided an appropriate cultural framework for the teaching program.

3. Finances (money and in kind support)

The programme was funded in three ways.

(a) Direct government funding for Institute administration and programme costs

(b) Separate government funding for participant travel and accommodation costs

(c) Funding in kind:

- by the contributions of ATCI non programme staff
- by the Communities assistance in maintaining the wages of working participants during training
- by the Communities assistance in providing 'premises' and resources for off campus on site programmes.

4. Facilities, equipment, materials

Facilities

The programme was offered centrally in the Institute's Campus headquarters located in Sydney.

This is a three storey sandstone building (100 years old) comprising residence, auditorium (for small group classes) offices and library.

The building is occupied on a lease basis with the Institute required to do renovations in lieu of rent.

All renovations are done by the staff - this included stripping plaster off the walls, painting and minor repairs.

The construction of the building is such that it is cool in summer and cold in winter - which prescribes to some extent the nature of the programme offered.

Sydney based programme was offered in the summer months and villages based programme offered on site in the winter months.

Programmes offered in the villages, whilst they are desirable, are not without problems - lack of suitable premises for teaching, irregular attendance of host participants, lack of accommodation, illness in community and cultural prescriptions which may limit the available food supplies, or create inter community rivalries.

However, the team work established between the staff and the participants managed to over-ride most of the presenting problems.

Equipment

At the time of its establishment the Institute did not have any money for equipment. In fact it was six years before it received an equipment grant.

Consequently the initial operations were set up with minimal cost equipment.

Without the benefits of black board or white boards it was decided to rely on the use of newsprint or butchers' paper for all teaching and participant class work.

The development of education techniques dependent on supplies of butcher paper was due to lack of more expensive materials. But imagination so developed its use that it became a central feature of workshops for illustration, for group summaries, for part of the record for later reference, for setting out the agreed plan of work at the beginning of the workshop. The participants could see the result of their work, especially the semi-literate or the pre-literate.

The participants proved to be more comfortable with the larger sheet format than with regular writing materials.

It was more conducive to the participant group process as it enabled all members of the group to observe the work in progress and to be able to contribute as required.

The butcher paper methodology also meant that the Institute had complete mobility and flexibility in taking its programmes off campus. It was never reliant on a formally equipped class room for its programmes.

In the course of the programme, the butcher paper was attached to the outside wall of a building, a tree trunk and an upended table, with the desired result of creating a comfortable learning environment.

The technology was also kept to a minimum - any equipment that was used was manual - by reason of cost and by reason of portability.

A manually operated spirit duplicator was used both on campus and off campus - as programmes were conducted in areas without regular power supplies.

Materials

All teaching materials used were developed by the participants themselves.

This had the benefit of relevance - it was presented at a suitable level of comprehension.

It had the benefit of reinforcement - it was their own work - they could identify with it and they could recall the learning experience associated with its definition and development.

D. Evaluation Brief history of major programme trends to describe how this programme evolved and major past influences that helped and that hindered.

Background

A change of national government in 1972 brought new policies and new directions to the administration of Aboriginal Affairs.

The previous policy of Integration was replaced in 1973 with a policy of Aboriginal Self Determination.

The major effects of this policy were the establishment of remote village Councils and community organizations and the introduction of direct funding to these Councils and organizations.

Past education policies and practices which limited Aborigines to 4 years of elementary schooling meant that there was a lack of suitable personnel in the community with the necessary education, experience or expertise to "manage" these village Councils.

Aboriginal people were being placed in executive and management positions with no appropriate training nor with the opportunities to gain such training.

Management training opportunities were limited for Aboriginal people who could not leave their communities for long periods of time.

There was no opportunity for management training for those Aborigines who had not attained elementary levels of literacy or numeracy. Management courses available through the mainstream system were not structured nor were they appropriate to meet the specific cultural or group needs of Aborigines involved in the day-to-day administration of their communities.

The general objective of this management training program was to train Aboriginal staff from community councils in the effective utilisation of good management practices. This required new intiatives in training Aborignes to assist them to acquire the necessary skills for the responsible and competent management of their councils.

In this regard, Aborigines needed to be able to improve their decision making skills, have the opportunity to accept responsibility for their decisions and maximise the potential of their own human and cultural resources.

Educational and training programs necessary to develop these skills had to be highly specialised and suited to the changing and particular needs of the participants.

The management training programme had to provide task oriented programs which would assist Aboriginal groups to decide their own goals and enable them to develop and implement their own programs at their own pace, utilising as much as possible their own personnel resources.

Contary to the generally held opinion within the formal systems, the Institute believed that Aboriginal people did not need to have a high degree of literacy in order to perform significant management functions.

The Institute set up this programme especially to met the training needs of groups of Aborigines in responsible positions in community councils.

- who could not go away for longer periods of time because of the pressures of their positions in the community, family responsibilities or simply lack of familiarity and confidence outside the community.

- who had not attained literacy in English to be able to cope with other programs, but who required organisation methods or conceptual skills in management to be more effective in their work in their communities.

The Institute was hindered in its efforts by the apparent reluctance or unwillingness of the bureaucracy to accept that Aborigines in the remote villages could cope with and respond to conceptual management education.

Attitudes expressed at the time of negotiations included statements that the government would support a pilot programme of 6 weeks training but would not accept the need for a structure 3 year programme of management education for people who were mostly non literate.

The negotiations for government support for the for the programme took 2 full years of regular and repetitive inter-departmental meetings before final agreement was given for a one year trial programme.

Against this however was the attitude of the community participants - who responded immediately to the first planning workshop and maintained their response to all subsequent training.

E. Influence - Major current influences from the past few years and now that affect programme functioning (examples include financial support government policies economic conditions social traditions available volunteers and staff.

1. Positive influences that help or contribute to programme effectiveness or success.

The combination of programme methodology and participant response to that methodology created an intangible chemistry that was difficult to define yet so easily observed in the obvious pleasure that the participants gained from their learning.

This chemistry derived from a combination of elements:-

- a fluid programme format.
- a high degree of participant skills in conceptualization.
- a willingness and comfortability in working with a visualized teaching process.
- a willingness to accept multi format teaching modes

- an "established" and accepting work relationship with the programme staff.

- an acceptance of the Institute moto - Each One Teach One which facilitated peer group training and an acceptance of reciprocal obligations on the part of The Village Council, the participants and the Institute staff - each to share with, support and respect the other.

2. Negative influences that hinder or make difficult program efforts.

It may be said that this programme succeeded in spite of all the difficulties.

Some difficulties such as those associated with isolated location in the tropics were unavoidable.

Travel in and out of communities in the monsoon season (5 months of the year) was difficult when the airstrips were closed due to heavy rains. Some communities were serviced only by radio telephone which required queuing for scheduled phone calls.

The lack of commitment to the programme by the bureaucracy meant that the programme was seriously under resourced.

Frequent changes in Community service staff meant fluctuating support of on site resource personnel.

The heavy demands of self governance meant that the village Councils were in a constant state of siege - day-to-day crisis management. All other issues had to compete with the crisis of the day.

Few of the participant were comfortable with letter writing although many were comfortable with the telephone if it were accessible.

The distance of approximately 4,000 kilometres from Institute campus to village Communities made regular travel/interaction difficult.

However the Task Force Operations of the Institute meant that all staff visiting these village Communities could consult on the Community Management Training Programme.

F. Other

As a government funded centre at the time of the programme, the Institute stood in similar situation to all Village Councils which were also government funded.

Consequently, the Institute had a special understanding of the operational problems faced by the Village Councils.

As an Aboriginal managed and directed College, the Institute provided a practical laboratory for the Village Councillors to observe self management in action. So practical questions such as How do I dismiss unsatisfactory white staff could be raised and answered without embarrassment.

The Institutes commitment to professional excellence helped to reinforce traditional Aboriginal values of educational performance. Thereby creating a reputation for cultural sensitivity and cultural relevance. This Community Management training programme was based on tbe belief that all participants bring to the group a body of existing knowledge and experience.

This practice created a framework for mutual acceptance and facilitated the training access for each part of the programme.

The education materials produced e.g. The workshop booklets helped to reinforce the learning process. These booklets also provided a means of disseminating knowledge to a wider audience those members of the village who were unable to attend the Workshops.

FACE SHEET

World Perspective on Adult Education

1. Case description prepared by: David Kerr

   Phone - home 871 5816
   work 869 1951

   Organisation - Couples For Marriage Enrichment Australia (C.M.E.A.)
   P.O. Box 344,
   Zillmere, Queensland
   Australia.

2. This case is based on a currently functioning programme.

3. Marriage Enrichment based on the model developed by David and Vera Mace.

4. Family or Marriage Education. - Category I.

5. Couples for Marriage Enrichment Australia.

6. C.M.E.A. has influence throughout Australia.

2J/1

Introduction

Marriage Enrichment was born in the 1960's, and now includes a wide variety of programmes, which endeavour to make good marriages better. Described in this presentation is one form of enrichment, which is based on the model developed by David and Vera Mace. Since its introduction to Australia in 1978, it has grown significantly in the Eastern states of Australia.

There is reference also to a more specialised programme for newlyweds, and a unique approach in marriage preparation for engaged couples (which is closely allied to the Mace model) conducted by the Family Life Movement of Australia.

A. Process

1. The main method of teaching and learning is experiential. The first three hours of the workshop, (also described as a retreat) is structured to provide an environment for couples to feel relaxed, and help them analyse, define and understand the present state of their marriage. Each couple is encouraged to identify the strengths of their relationship, as well as areas for possible growth. The experiential dimension is maintained as couples individually complete written exercises, related to various aspects of their marriage relationship. Then together they privately dialogue about the differences they discover. Couples return to the group, where the leader couple facilitate the process of expressing experiences or issues couples may wish to make known to the group. This is achieved through 'open couple dialogue', where spouses talk to each other in front of the group. This process keeps the focus on experience, rather than opinions, and enables couples to identify and respond if they so choose. Self disclosure and communication skills are modelled by the leader couple as they dialogue on aspects of their relationship, which is relevant to the needs of the group at that time, highlighting their feelings, reactions and behaviour. This process results in cross identification between couples, which provides new insights and learning.

There is little of the didactic approach used, with leader couples making only a brief presentation through the use of a whiteboard, film or video, as teaching aids, so that the experiential dimension of spouses interacting with each other, and couples within the group is maintained.

A.2. The agenda for a retreat is determined by the participating couples. The leader couple have a range of exercises, based on specific areas dealt with in previous workshops. Such areas often include, marriage strengths, assessing the potential of the relationship, communication levels, sex, handling conflict, dealing with anger, and goal setting. The marriage enrichment programme is deliberately loosely constructed so the needs of each specific group can be addressed.

The Family Life Movement of Australia provide workshops for couples who have been married between 6 months and 2 years. This is a specialised form of workshop where the leader couple is more directive in forming the agenda, ensuring areas such as communication, and conflict resolution, are included. The format for the "Newlyweds Programme", as it is called, is considerably influenced by input from marriage counsellors.

The Family Life Movement also conduct workshops in Sydney for engaged couples. The content for this course is also largely determined by marriage educators and counsellors, with couples expressing their preferences, so that some attempt is made to tailor the programme to their expectations. Exercises help couples to focus on the kind of person they are in the context of their family of origin, communication skills, handling conflict creatively, sex roles, contraception, sex and their expectations of what they believe marriage will be like and what they hope it will provide for them.

Exercises are completed by individuals, and then discussed with their partner. Significant self disclosure by the leader couple especially of the early days of their marriage, provide couples with insights into their own relationship.

A.3. Couples who have a reasonably healthy relationship and some leadership ability are invited to attend a basic marriage enrichment training

2J/3

residential workshop covering four days. The initial emphasis is the development of each couples' relationship, using the dynamics of the usual retreat format. Later in the workshop, the emphasis moves to group leadership skills and preparation for conducting retreats.

After basic training, a couple are granted "provisional certification", after leading a retreat with positive feedback by the participating couples. After the minimum period of one year and leadership of five workshops with positive evaluations, a couple may apply for full certification. Couples are committed to reading and participating in various forms of marriage education to ensure their continuing development as leaders.

A.4. Participating couples in a marriage enrichment retreat in the main, come from churches and community groups, who are keen to promote marriage and the family. The Family Life Movement's pre-marriage workshop for engaged couples is recommended by clergy. A high percentage of engaged couples who undertake the pre-marriage workshop, return within two years to experience the "Newlywed" workshop, and a majority return for a full retreat some years later. This progression provides a couple with opportunities to build on their skills, identify with other couples, and have a support system through the important years of change from the single state, to the early years of married life. These early years are seen as significant, as it is during this time, the patterns of interaction are laid down.

At the conclusion of an enrichment retreat couples usually elect to form a support group. This enables the shifts couples make during a workshop to be consolidated, and helps the spouses to make adjustments, with the support of the group. Support groups usually continue for a 12 month period, however some become ongoing groups. Couples who encounter persistent 'blocks' in their communication are encouraged to seek marriage counselling. Several leader couples have spoken to groups, introducing them to the concept of marriage enrichment and enabling people to clarify any concerns or misconceptions they may have about the marriage enrichment process, so encouraging participation.

B. Outcomes

1. The objective of marriage enrichment is to "promote better marriages, starting with our own". At a workshop three objectives are placed before the group. (1) To take a sincere and honest look at our marriage, as it is now. (2) To identify directions in which we want our marriage to grow in the next twelve months. (3) To learn skills and gain insight so that future growth is possible.

These three objectives relate to the three essentials which David Mace expounds as being the basic theoretical framework for a happy marriage. (a) A commitment on the part of both partners to work together to build a relationship that will meet, as far as possible, the needs of both; and to make all possible behavioural changes that will further that end. Each couple, by the conclusion of a retreat, will have committed themselves in writing to a growth plan with built in contracts for the following twelve months. (b) The second essential is an effective communication system. It is recognised today that an intimate relationship cannot be sustained, without a continuing state of openness and honesty. (c) The third essential is to make creative use of all conflicts that develop in the relationship. Couples are encouraged to avoid viewing conflict as evil or distasteful, but to recognise it has the potential if approached positively, to be used to bring couples closer together in their relationship. It is in fact a growth point in the relationship.

Ground rules for a retreat include the following: (i) We share our experiences, not our opinions. (ii) All participation is voluntary. (iii) We avoid all diagnosing, analysing or advice giving. (iv) What is shared in the group is confidential. During the opening session, couples talk out and accept the objectives and ground rules. The ground rules provide a free and safe environment for couples to explore their relationship and identify with other couples.

B.2. There has not been any research undertaken in Australia on the benefits of marriage enrichment. (It has been well documented in the U.S.A.) Couples enter a retreat with expectations to meet a wide range of needs. Benefits to couples are determined through an evaluation by each spouse at the conclusion of the workshop. Irene and John Robson, National leader couple for C.M.E.A., reported that "34% of couples claim the experience has had a significant impact on their relationship, and of these 76% claim the impact was positive, whilst 8% expressed a threat to their relationship. Of the 76% who claimed a positive experience, benefits included;

1) a fresh impetus to talk and listen to each other verbally and non verbally.
2) realisation of the need to work on their relationship, shattering the myth that their marriage would strengthen "naturally".
3) the ability to see differences and difficulties as means of growth.
4) insight and strategies to deal with conflict positively.
5) a new capacity to express feelings positively and negatively without blaming."

The Robsons also reported that couples who have maintained a high profile in support groups have shown marked signs of growth in their relationship.

C. Inputs

1. Couples attending a marriage enrichment workshop come from every walk of life and from every age group. Three forms of workshops or retreats have evolved to meet the needs of couples.

(a) Full Residential Retreat which requires 15 to 18 hours (Friday night through Sunday afternoon) with overnight residence, for the development of an adequate sense of community. This is the most desirable form of experience and it is the most expensive because it includes accommodation and food. The maximum number of couples attending is limited to between 8 - 10.

Non residential workshops over a similar time period are also desirable, reducing the cost factor, but the sense of community is also reduced.

(b) The Mini-Retreat requires a 9 to 12 hour period, and usually commences Friday night and continues all day Saturday. Costs can be kept to a minimum by couples sleeping in their own homes overnight and providing their own lunch on Saturday. Couples form groups of three after private dialogue centred on the written exercises, and there is brief feedback into the group. There is no open couple dialogue encouraged within the groups. There is no limitation to the number of couples attending.

(c) Growth Groups meeting each week for a minimum time of two hours for 12 weeks also can be very effective. Whilst this format does not produce the intense experience of a weekend retreat, it does help couples to work on the workshop content in smaller bites. The maximum number of couples is between 8 - 10.

Retreats are closed groups. However, some growth groups which have continued beyond the initial 12 weeks, (becoming then a support group) have included a small number of couples who have expressed interest to join. Advertising material for the various forms of workshops stress the fact that the retreats are for couples who have a relatively good marriage and wish to have it improved. Couples who are experiencing real difficulties are encouraged to seek marriage counselling.

C.2. Leader couples come from many different backgrounds. However, due to the nature of the role, many marriage and family counsellors, and others in the helping professions, are attracted into leadership. Even so, many of their spouses have had no formal training outside their marriage enrichment preparation, and like many other leader couples, become very effective with experience and the advanced training workshops provided by C.M.E.A. (Couples for Marriage Enrichment Australia).

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C.M.E.A. is an autonomous body modelled on its American counterpart A.C.M.E. (The Association for Couples in Marriage Enrichment), and is divided into State and Federal jurisdictions. Its main roles are training and the maintenance of its high standards by leader couples. It monitors leader couples with an evaluation form. Accreditation to lead retreats lapses if leader couples drop out for more than two years. They can regain accreditation by attending a basic training workshop.

C.3. Workshops are financed by the participating couples. Costs include accommodation (for residential retreats) meals and a levy of $5 per couple which goes to C.M.E.A. to provide for its continuing development. Leader couples are reimbursed for any travel costs or other expenses incurred, but make themselves available without charge. Leader couples finance their own basic training and any further activities they are involved with to develop their skills.

The Federal Government has for some years subsidised the pre-marriage workshops conducted by The Family Life Movement, but to date has not made funds available for marriage enrichment. There are some indications this may change.

C.4. Physical resources for a residential retreat include accommodation for each individual couple and a suitable room for the group to function. The leader couple have a range of printed exercises to stimulate couple interaction when appropriate. Some leader couples use films and videos but these are kept to a minimum to maintain the experiential dimension. Visual aids, in the form of charts, summarising communication skills, or illustrating the effects of the "love/anger cycle" as couples seek intimacy, are used.

D. Evaluation

Dr David Mace claims the real beginning of marriage enrichment was in Barcelona, Spain, where Father Gabriel Calvo started the Catholic organization called Marriage Encounter in January 1962. His initial task was to work with delinquent children, but he came to believe success here was dependent upon the marital relationship in their homes. David and Vera Mace also believe the success of the marital dyad is basic to healthy functioning families. Their approach, like Marriage Encounter, spread worldwide and commenced in Australia with a visit by them in 1978 at the invitation of The Family Life Movement of Australia. (The Family Life Movement is a major Family Counselling Organization, but includes areas such as sex education, marriage education, self esteem, communication, group leadership, gestalt and rebuilding after divorce.) Churches, who are the only community organization that work extensively with entire families and are concerned about the prevention of marital breakdown, were quick to seize the Mace model. Many denominations now have some form of marriage enrichment based on this approach. There has not been any significant movement by other community groups yet, to promote marriage enrichment.

While some groups are offering marriage enrichment to couples, their approach is very different to what has been outlined in this paper, yet they are experimenting with and developing concepts that have promise. Currently there are some leader couples considering experimentation with retreats which focus on particular "life stages", such as the birth of the first child, the mid years, first child commencing high school, when the children leave home, and retirement.

Whilst enrichment began with a sharp focus on the marital dyad, acknowledging the primary relationship within the family, it now has been extended. When married couples learned to develop new skills in maintaining their relationship, it led to new interactions with their children, relatives and people in general. This is providing greater impetus for a whole range of activities, including family enrichment, parenting workshops, self esteem groups and other activities associated with personal growth and interpersonal relationships. Marriage enrichment is like a door through which a couple pass into a new experience of viewing their relationship in a fresh way, leaving them the choice of making changes to their behaviour. The results have influenced their family and also the community.

The pre-marriage workshop conducted by The Family Life Movement had its beginnings over 20 years ago. In the early years the format took the form of a lecture presentation by various professional people including psychologists, doctors and lawyers. This format has changed over the years and now is essentially experiential with brief didactic input.

E. Influences

1. Major past influences which helped the development of marriage enrichment in Australia include the rising divorce rate in the 1970's and 80's, which motivated couples to strengthen their marriage. Also the impact of the womens' movement which challenged the authoritarian, male-dominated form of marriage, where sex roles were clearly defined and rigidly maintained from families of origin. Many men felt uneasy with wives wanting to redefine their roles, and have an equal, companionship style of marriage. Enrichment has helped couples to redefine their relationship and renegotiate their roles with greater flexibility.

Currently, the emergence of AIDS, and other sexually transmitted diseases is placing a new emphasis on the desirability of monogamous relationships. This must have an impact on marital relationships and be an impetus for couples to use programmes such as marriage enrichment to establish better marriages.

Another major force which has provided momentum for the establishment of marriage enrichment in Australia, comes form the marriage counselling community with a conviction of the importance of providing time and resources for preventative measures rather than concentrating solely on the remedial.

Other positive influences include the following:-

1) The existence of denominational and interdenominational church structures has been a significant means of communicating the message of marriage enrichment.

2) Management seminars have shifted the emphasis from being task oriented, to person oriented and have given men approval to explore their 'work place' skills in their marriage and home environment.

3) There is a growing acceptance and respect for marriage enrichment, which has survived, where other organizations associated with interpersonal growth have not developed.

4) The growing effectiveness of C.M.E.A. in its administrative and promotional activities. (The first National Conference of C.M.E.A. is to be held in Sydney in June 1987.)

5) While social traditions have been in upheaval over the past 20 years, currently it appears there is a swing of the pendulum towards the more traditional values.

E.2. The major past influence which has hindered the development of enrichment is the belief that a marriage relationship is private and should not be discussed, (particularly problems) outside the marriage. This cultural restriction has had even more potency when the suspicion of a "clinical" or "psychological" programme is added. Stress is made in advertising enrichment that it is not counselling but marriage education. Also, some couples fear that in exploring their relationship, they will find something "radically wrong", and prefer to continue to live in ignorance of any possible threat to their relationship.

The value systems of couples often rate the outlaying of money on enrichment retreats as being low in priority, compared with items such as the family car, holidays and especially sporting activities.

Lack of funds has been a major restriction in promoting enrichment in the wider community. At present all members give their time voluntarily, and a small office with paid secretarial staff would provide considerable impetus to the work in Australia.

Marriage enrichment, in its nine year history, has experienced growth, and is anticipating considerable expansion in the future. C.M.E.A. has 70 trained

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leader couples. 410 couples attended approved retreats in 1986. In addition, The Family Life Movement advise that in 1986, 33 couples attended the Newlyweds programme and 255 couples were involved in Pre-Marriage workshops, in Sydney. Figures for 1987 will certainly exceed those of the previous year, with the demand for retreats, far exceeding available leader couples. There is a growing sense of National identity. A National logo has been created. The first National Conference is planned for June 1987. Marriage enrichment is increasingly being recognised throughout the community and especially by clinical remedialists as making a major contribution towards strengthening marriage and family life in Australia.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent Adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Degeling Deirdre; Bennett Diane; Everingham Fran Phone No.: (02) 633 6677

Organisation: Department of Community Medicine, Westmead Hospital.

Street Address Hawkesbury Road, WESTMEAD NSW 2145.

City or Town SYDNEY State: New South Wales

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Women's Health the Middle Years

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

Health

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

Hospital

6. Basic characteristics of service area:

a N/A geographic size (such as square miles or kilometres)

B. N/A population (number of people living in area).

C. N/A urban/rural (density of population)

2K/1

WORLD PERSPECTIVE ON ADULT EDUCATION

Women's Health, The Middle Years

INTRODUCTION:

Menopause is the time when a woman's periods cease. This is a natural occurance in the life stage referred to as the climacteric. In some cultures this is when women's role and position in society changes to a higher status. She is seen as being wise, knowledgeable about life and is held in great esteem by the community.

In Western culture menopause is usually associated with the beginning of ageing. Women are no longer seen as being useful, productive members of society but are often described as "dried up", "unattractive" and by implication "asexual".

This stereotype, expressed in so many ways eg. through th media, lack of employment opportunities, lack of specific health services also affects the way women see themselves. Often they have low self esteem and lack self worth. This in turn may affect their mental and physical health.

For many women the physical changes of menopause occur at a time when their family is restructuring. This programme gives women information, skills and support to self care, to clarify and reassess their role and make choices for the future.

The women's health education programme has two major components:

1. Resource Manual of thirteen modules (covering twelve health topics and one alternative session format)
2. Training workshop for educators in the conduct of the programme

2K/2

A. PROCESS

Many women who attend programmes in the community have had little access to formal education, perhaps did not finish their schooling and are unused to the process of formal learning. Therefore an informal approach to learning was adopted using small groups for the demonstration of practical skills and a sharing of learning experiences.

In this programme women gain information, resources and other sources of help, practice in decision making, skills in self care, and support to make choices. To this end the Manual and Training Workshop use the following methods of teaching and learning.

1. Methods of teaching and learning

Co-leading: this was used to assist trainee educators to make clear distinctions between the experience of participating in a group exercise from that of reflecting on the skills required as a facilitator, to conduct such an exercise themselves.

Modelling: Trainers deliberately modelled such things as appropriate and non-technical use of language, simple explanation of concepts, skills in processing discussion and group exercises.

Experimental learning through participation plus reflection: This was an essential learning activity; trainees experienced many of the group activities outlined in the community education programme. They then took one step back to review the process and the skills required to lead a group activity.

Practice plus feedback: Trainees also practised the teaching and group dynamic skills and independent group exercises with Trainer and group feedback.

Materials: The Resource Manual for the trainee educators provides background information on a number of predetermined, health related subjects relevant to women in their middle years. The extent of the information included is limited to that appropriate to the learning needs of prospective client groups in the community. Levels of language and explanation of concepts in the text deliberately model appropriate use of language with these client groups (i.e. non professionals). However the correct technical term together with the non-technical term is used throughout the Manual to equip women with the "language" to describe their symptoms and health status.

2. a) Each topic in the manual includes a suggested session plan for conducting a programme in the community. Session plans document the four essential components of the educational process: learning objectives; content; educational activities; and useful learning aids. This format was deliberately chosen to model the process of teaching and learning and to assist trainee educators to move away from their tendency to adopt the didactic mode to a more active and interactive style of group leadership.

   b) Teaching guidelines give additional pointers and suggestions to increase the effectiveness of the educational process in the community venue.

2K/4

c) Description of exercises and activities outline suggested steps in processing each of the recommended group exercises. For participants, these model a clear explanation of the steps in processing, the likely and desired outcomes, and the opportunity for reflection, an important component of adult non-formal education.

d) Additional educational resources considered appropriate for community groups and settings are, masters for the duplication of handouts and for thermofax preparation of overhead transparencies, instructions for preparing posters to be displayed during the programme and lists and addresses of easily available subject-related reading for community groups. These include pamphlets, sources of models for teaching, lists of established community groups and associations for further support and networking.

3. Staff conducting the training programme continually improve their knowledge and skills by attending workshops, seminars, conferences and keeping up with the current literature on teaching and learning. Content areas of the manual are reviewed when the state of knowledge changes. This is occuring particularly in relation to the contribution of breast self examination to the early detection of breast cancer and the usefulness of diet and exercise in the prevention of osteoporosis. Both of these areas are generating a lot of research at present.

4. Originally the manual and training workshops were advertised

using established mailing lists such as the NSW Health Department, community health centres and hospitals. Health professionals and health educators who had expressed prior interest were also informed.

A programme of planned workshops is circulated every three to six months as a reminder.

Many participants come as a result of word of mouth recommendation.

A booking system operates to assist in planning. Workshops held outside Westmead Hospital are negotiated on an individual basis.

B. OUTCOMES

1. The goal of the project is to improve the health status of women aged thirty five years plus by providing them with the necessary skills, information and resources on matters affecting their health. The anticipated outcome is they will better self-care and be more informed in their help seeking behaviour.

   Training Workshops:

   This is achieved by training educators to conduct the programme in their community and by providing the resources to do so.

   Training workshop objectives:

   i) to access the material available in the manual and use this as a basic resource in planning and implementing their own middle years/menopause education programme in the community.

ii) select information from the manual that meets the needs of different community groups.

iii) arrange and process appropriate and relevant group activities and exercises that reinforce information in the manual.

iv) provide appropriate and available resources that complement the learning needs of these different groups.

2. Training workshops have been evaluated using an informal small group technique to elicit expectations at the beginning, and subjective evaluations at the end of each training programme. Questions asked are as follows:

- What were the main benefits for you from the workshop?
- What things would you like to have heard more about?
- What changes would you suggest for future workshops?

Responses are recorded on butchers paper by the group member. The workshop trainer is not involved in this process. These evaluations show that educators attend the workshops for a range of professional and personal reasons.

Expectations for the workshop expressed by more than 25% of the small groups cover the following range of issues, listed in priority order:

information
group skills,
health promotion skills,
professional and personal networking,
teaching skills,
increasing own awareness of women's issues,
facilitating own personal growth,
knowledge of appropriate resources,
increasing personal confidence,
and gaining familiarity with the manual.

Overall, evaluations of the workshop are very positive, suggestions for improvement often being qualified by reference to the limitations of time. Evaluation comments fall into four main categories:

- requests for more information on specific subjects, particularly hormone replacement therapy, sexuality, stress management and self esteem;
- comments relating to the presentation of material - more frequent use of guest facilitators for both variety of presentation and to relieve the load on the trainer;
- opportunity for group members to participate in the teaching process, the use of role plays as a workshop teaching tool;
- requests for more information on specific group skills, teaching skills and health promotion skills specific to the target group;
- requests for follow-up workshops or sessions.

Women's Health, The Middle Years programme objectives:

Each module in the resource manual has topic specific overall aims; for example, in the Menopause module the aims are as follows:

- to raise women's awareness of the physical aspects of menopause
- to provide enough information to enable the educator to answer questions about the physical aspects of menopause
- to provide accurate information about treatments currently available for menopause symptoms
- to convey a positive attitude about menopause as a life stage.

To assist the educator to achieve these aims each module contains a section on session planning which includes session objectives for the participants. For consistency we will again use the Menopause Module as an example;

Participants in this session will be better able to:

- recognise menopause as a normal life stage
- differentiate between the climacteric and menopause
- separate myths from facts about menopause
- use a basic understanding about anatomy and physiology relevant to menopause to assist in decision-making about personal health care
- consider self-help as one beneficial option for personal health care during this life stage
- identify appropriate health services for self-referral and possible menopausal related health problems.
- recognise the relationship between menopause and hysterectomy
- use post-menopausal bleeding as a warning sign to quickly seek medical attention
- recognise and use appropriate menopause-related terminology when talking to health care providers.

Used in conjunction with supplied Suggested Session Formats the educator is able to meet these aims and objectives. An evaluation questionnaire is included for the educator to monitor this and to identify any other required information. For example do participants understand information given or terms used; was the group discussion helpful etc.?

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C. INPUTS

1. Those who participate in the Women's Health Manual Training Workshops are health professionals, health educators and interested others from government and non-government organisations, voluntary associations and the community. A wide range of health and education backgrounds are represented, for example: general practitioners; community nurses; nurse educators; social workers; psychologists; deaconsess; nuns; community educators; teachers from Colleges of Technical and Further Education; Evening Colleges; Women's Health Centres; community groups such as women's information centres; Combined Pensioners Association and many others. After attending the training workshop participants conduct programmes for women in their local communities.

2. The women's health project is currently staffed by a senior project officer who manages the project and a training officer. A maximum of twenty participants can attend a workshop. Two training workshops of four days duration are conducted each month. One at Westmead Hospital the other in another area, region or state of Australia. To date those workshops have been conducted in NSW, Victoria and Queensland although resource manuals have gone to all states of Australia and New Zealand.

3. The Women's Health, the Middle Years Manual is sold at cost ($85.00 each) and this fee includes one place at a workshop. For those who do not require a manual the workshop attendance fee is $25.00.

Training workshops conducted within NSW are sponsored by the Women's Health Unit of NSW Department of Health. Any additional charges such as accommodation and/or travelling expenses are met by the requesting organisation.

For Training Workshops conducted outside NSW all costs are met by the area/organisation requesting the workshop.

4. The equipment required to conduct the training workshop is as follows: large room, overhead projector, video monitor, black/white board, butchers paper, pens and bluetac.

5. The women's health project has a collection of information resources eg. books, pamphlets and videos which are displayed and may be borrowed by the participants for the duration of the workshop.

D. EVALUATION

The Women's Health Project was initiated in September 1983. The project was in response to the recognised but unmet health needs of women, in their middle years in the western metropolitan health region of Sydney.

The programme consisted of one-off information sessions to raise womens' awareness about menopause. Breast self-examination was included because the most at-risk group for breast cancer was within the project's target of the 40 to 60+ years age group.

Conduct of the Programme - 1984

The programme was tailored to the time available and to the express needs of the group. Session length varied from 1 hour to 3 hours. Sessions were held in work places, social clubs, community information centres, community health centres and hospitals. Where possible workplace sessions were held over two lunch hours.

Two or three hour sessions covered simple anatomy and physiology of the reproductive system with emphasis on the hormone cycle; signs and symptoms of menopause and available treatments from both traditional medicine and alternative practitioners; the effect of emotional, social and cultural factors on women and ageing; self-help measures appropriate to menopause and mid-life, e.g. stress management, diet, exercise; the simple anatomy of the breasts, indications of breast cancer, the importance of early detection and a demonstration of the technique of breast self examination.

Visual aids and films on menopause and breast self examination were presented if time allowed.

Telephone calls and/or letters were sent to community groups and businesses in the region advising them of the availability of the programme.

Contact was also made with the headquarters of network organisations such as Civilian Widows and the Catholic Family Welfare Bureau advising them of the service and asking that this advice be referred to their branches in the region and/or placed in their newsletters.

Health Education Officers in the region were informed of the programme and requested to make use of the service and to make its availability known. Opportunity to attend the programme was made available to staff at Westmead Hospital.

Meetings were held with ethnic health workers to discuss the issues of menopause in a cultural framework and to heighten the awareness of the need to address these issues. Information and resource sessions were held for health workers interested in learning more about the programme's content.

A one and a half day session was held for teams from community health centres in the region who were interested in developing menopause education/support group programme.

Programme Evaluation

These programmes were evaluated using pre and post test questionnaires to determine:

- whether the target group was reached;
- whether knowledge changed;
- the proportion of women attending the session who practised BSE and of those what proportion practised correctly;
- an indication of the sorts of symptoms women who attended the sessions may have been experiencing
- the issues relating to menopause and BSE on which women required further information;

Did the sessions reach the target group?

By 30th June 1984 it is estimated that 900 women across the region had attended the sessions. However, the sessions conducted in the months of April and May 1984 were selectd in advance for evaluation. the total number of women attending sessions during that period was 346. Their age distribution ranged from 25 to 77 years (mean age = 46.93). Even with the wide range of ages, 73% of the distribution fell within the target groups' ages of 40-60 years.

Did Knowledge Change?

A simple knowledge questionnaire used at the sessions suggested that pre-existing levels of knowledge about menopause and breast self examination were consistent across different groups of women. Despite varied backgrounds the average proportion of correct answers on the pre-test were very similar. The post scores on the same questionnaire used at the end of the session indicated that when exposed to information about menopause and breast self examination women made significant gains in knowledge.

Breast self examination

Evaluation of the programme demonstrated a lack of knowledge of breast self examination. The pre and post test scores on the breast self examination items of the evaluation questionnaire suggested that while less than 16% of women had sufficient knowledge to practice breast self examination correctly at the beginning of the session, this figure increased to 86% after exposure to the session material.

Of the women attending the sessions 67% claimed to practice BSE. Of those women who did practice BSE, less than half did so at the recommended interval of once a month.

Symptoms

Women attending menopause awareness sessions were asked to indicate which, if any, of a range of symptoms they may have been experiencing.

No indication of severity of symptoms was given. Overall more than 50% of women reported irritability and tenseness, 47% reported headaches, and 44% reported depression. Only 6% reported being symptom free.

Topics requiring more information

When asked which topics they would like more information about women expressed interest in diet, personal growth, exercise, hormonal changes, depression and osteoporosis.

Assessing Further Needs

From the evaluation questionnaires and from speaking with the women who attended the programmes many issues emerged that could not be covered in a one-off session. Few if any appropriate resources could be found to meet the needs of these women.

Most community health centres in the region had a dearth of information about menopause and related issues. The three Women's Health centres had some information, however, these centres are not accpetable to many women. Menopause clinics at the major teaching hospitals were oriented to the woman suffering from her symptoms, rather than the woman seeking information or self-help measures. Resource material from other regions did not seem to meet all the requirements of the women in the community.

It became apparent that the existing resources would have to be collated and new resources developed to meet the need in the community. Women wanted the necessary skills, information and resources on matters affecting their health.

Development of the Manual

A Modular format was chosen for the manual. Conceptually the material was developed around five core subjects:

- Menopause
- Sexuality
- Osteoporosis
- Breast Self Examination
- Pap Smear

With additional subjects relating to the core topics:

- Nutrition & Weight Management
- How to Help prevent osteoporosis by modifying your eating habits
- Exercise
- Hysterectomy Aawareness
- Introduction to Self Esteem & confidence building
- Introduction to Stress Management
- How to talk with Health Professionals

During the development of the manual, consultations were held with experts in the particular areas to ascertain that all information included was accurate and reflected "state of the art" knowledge.

The modules on menopause, sexuality, osteoporosis, breast self-examination, Pap smears and talking to health professionals were developed by the Women's health project team; the nutrition modules by a nutritionist experienced in community education; introduction to stress management by a clinical psychologist who regularly conducts stress management programmes; introduction to self esteem and confidence building was written by a health educator experienced in this area. "Hysterectomy Awareness" was used with the permission of the Department of Obstetrics and Gynaecology, Flinders Medical Centre, Bedford park, South Australia. The exercise module was prepared by two physiotherapists who specialise in women's health problems.

After piloting the manual in five areas of Western Sydney and the New England Health Region of NSW another module was included;

Alternative session formats and Support Group Guidelines

A total of thirteen topics in all.

Each module contains:

- aims of the module
- background information
- bibliography
- session planning
- session objectives
- participants evaluation and knowledge-change questionnaires
- teaching guidelines
- 2 hour session format
- group activities and exercises

- handouts for duplication
- resources (pamphlets, books, video's, services)
- resource addresses
- artwork for transparencies

The training workshop

It became evident through this evaluation that whilst most health-educators and health professionals have some skills in small group work these really needed to be developed further.

The training workshop was extended to include a four day option where more time can be taken to develop group leader skills. If this is not a requirement then the three day workshop is available.

E. INFLUENCES

It is difficult to unravel and clearly articulate the many factors which contributed to the development of this women's health promotion programme. Primarily it is based on women's experience of the changes occuring in their bodies during mid-life and what happens when they seek help. The women who shared their experiences with us came from a diversity of cultural backgrounds, were aged between 18 and 70 years and lived in Western Sydney. Some of the women were more advantagd than others, but most were essentially working class.

For many of these women the Women's Movement, and particularly the Women's Health movement, was outside their experience. Yet is has been paramount in creating the climate for them being able to describe their health experience during this life stage and for us (health educators) being here to listen.

Other major contributing influences are the Consumer Movement, the enormous growth of Alternative Medicine and the Self Help and Self Care movements. The latter two are linked to the disillusionment of many people with modern medicine. The medicalisation of normal lifestages, eg. childbirth, death and dying, the negative outcomes of many treatments, overservicing and the over-prescribing of tranquillisers (particularly for women) have all been documented.

Conversely the value of preventive health practises such as regular Pap Smears for the prevention of cancer of the cervix and regular breast self examination for the early detection of cancer have also been documented in the literature and this information needed to be more widespread in the community.

The realisation that health status is influenced far more by nutrition, housing, income and social support than by treatmnt services and that the richer you are the healthier you are likely to be, has led to a renewed interest in public health. Health promotion is sometimes called the second public health revolution. Recognition of its value facilitated the availability of funds for this project.

Funding was obtained from the Commonwealth Government for the initial stages of the project and later from the NSW Department of Health through its Western Sydney Office. Current funding is provided through the Women's Health Unit of the NSW Department of Health and Westmead Hospital.

A review of women's health services in NSW, conducted in 1984/85, confirmed the lack of information and availability of health services for women in their mid years. A women's health policy was developed covering all the health needs of women and now provides a context for the ongoing support and development of this programme. Continued funding by the Women's Health Unit has made it available to all health workers in NSW.

1. Another major influence on this programme is the media. Women's health topics are featured regularly in the women's magazines effectively putting health on everyone's agenda.

   The changing role of women. As women now make up 49% of the total Australian workforce many women have had to reappraise their role and position. Economic independence has given them more confidence in taking charge of their lives. A major reflection of this is taking control of their bodies and their health maintenance. Women already live 7 years longer than men and by the year 2001, women over 35 years are expected to constitute 52% of the population. The importance of women taking care of their health in their middle years to minimise ill health in their old age, cannot be emphasised enough.

   Health professionals too respond well to the programme and promote it among their peers. For many of them it is the first time they have had any formal training in health education. They are able to adapt the teaching skills learnt in this programme to other work settings. The flexibility of the programme facilitates its use in other contexts.

2K/20

2. The most negative influence on programme development has been the uncertainty of the availability of funds. Since the project commenced in September 1983 it has passed through three distinct funding periods. At each of these stages uncertainty has affected the morale of the project and continuity of staffing. However, we have been fortunate in that to date Westmead Hospital has always backed the project and supported it during the changes of funding. There are no guarantees for the future.

F. OTHER

This programme continues to expand.

1. A 13 minute video demonstrating the technique of breast self examination (BSE) and informing women of the value of BSE was produced in conjunction with the NSW State Cancer Council. This is available on half inch VHS and is sold through professional outlets.

2. Women attending the programme in the community continually asked if there was a book available for them outlining the content of the resource manual. As we were not able to refer them specifically to any such existing resource we approached the publishers Bay Books. A companion paper back will be published in September 1987 and will be available wherever books are sold.

3. Another module, (module 14) is being researched at present and will be available at the end of 1987. This module will prepare educators to teach women from non-english speaking

backgrounds, the topics covered in the middle years programme.

4. Similarly a patient education resource assisting General Practitioners to teach their women patients about menopause and its management is currently being developed and will be available at the end of 1987.

5. This year we are evaluating components of the programme. Whether the training programme is of use to educators; the usefulness of the resource manual; the penetration of the programme in the community as well as its impact on the women who attend.

The information obtained will assist us in the future planning and direction of the project. There is no sign of it loosing its momentum.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Michael Crock, Caroline Cottman Phone No.: 076-312298

Organisation: Darling Downs Institute of Advanced Education

Street Address Baker St., Darling Heights, Toowoomba, Q. 4350

City or Town Toowoomba State: Queensland

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(X) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Preparatory Studies

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

G. Part-time Higher Education Completion

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

Tertiary Institutions

6. Basic characteristics of service area: Australia Wide Potential

A. ________ geographic size (such as square miles or kilometres)

B. ________ population (number of people living in area).

C. ________ urban/rural (density of population)

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Case Study: Preparatory Studies

Darling Downs Institute of Advanced Education

A. Process

1. Methods

The Preparatory Studies programme uses the distance education method for the operation of its course components. Materials, which are primarily print based, include study books, assigned texts, audio cassette tapes, and computer managed learning packages. Although the teaching year at Darling Downs is divided into three periods, students may enrol in Preparatory Studies at any time. However, the final examination for the course components is held only three times per year in June, November, and February. Students may study at their own set pace. However, a student who wishes to study at about the same rate which is expected of people enrolled part time in accredited courses such as the Bachelor of Business or the Associate Diploma in Engineering should complete the course in approximately eighteen weeks. Given that the final examination is held only three times per year, it may not be possible for this timetable to be exactly adhered to. The distance education method incorporates telephone counselling and extended assignment feedback as student support measures. Additionally, each student is assigned a tutor for each course component who they can contact for individualized attention.

2. Programme Planning

Preparatory Studies is a currently operating external programme which aims to ensure that students who complete it successfully will have attained the skills in communications and mathematics necessary to undertake confidently most tertiary level courses. In addition, successful students will have demonstrated that they have mastered those study techniques and habits required by tertiary students.

It is particularly useful in providing a bridge for mature age students who have been away from study for a period of time and who are not confident of their ability to undertake a tertiary course. The programme is at present being used as an entry standard for certain tertiary courses in Australia and is comprised of three course components: 1.Practicing Academic Skills Successfully (PASS), 2. Communications Skills Update, and 3. Updating Mathematical Skills. The study skills section of the course (PASS) is studied first and is about one-quarter of the work load. The mathematics and communications sections are of approximately equal size, they are studied simultaneously and constitute the remaining three-quarters of the work load. Thus the student who wishes to complete the course in about eighteen weeks will spend the first four weeks on study skills and the remaining fourteen weeks on mathematics and communications. Preparatory Studies will soon be expanded to incorporate additional modules to cover preparatory skills in physics, educational studies and chemistry where required.

Each of the course components of the Preparatory Studies programme has been developed and is monitored by members in a unit team which includes subject specialists , instructional designers and tertiary course administrators.

3. Programme Improvement

Students are given the opportunity to complete written questionnaires evaluating each component of the Preparatory Studies programme. The appropriate course development team then has the task of reccommending programme improvement based upon students perceptions plus the team's evaluation of the students standards of achievement. Subsequent improvements to the material are then incorporated into the material where considered appropriate by the leader of the course development team.

4. Encouraging Participation

Participation in each of the course components is encouraged by the inherent structure of Preparatory Studies. The emphasis in the programme is to instill confidence and a genuine sense of accomplishment as the students work their way through course components. The main objective of most assessment items is to ensure that the student has achieved theappropriate level of understanding, in essence a pass/unacceptable marking scheme of assignments. There is therefore a great effort made by the course tutors to provide explicit writtenand/or verbal feedback and encourage resubmissions rather than assigning additional workloads to allow the student to illustrate they have upgraded their skills. Participation is also promoted by a variety of activities. For instance, in PASS students are required to make regular telephone contact with their assigned tutor and in Updating Mathematical Skills there isa weekly telephone trouble line where students can talk with tutors directly at a guaranteed time.

B. Outcomes

1.Programme Goals

As commented upon earlier, the major objectives of the programme are that on successful completion of the course components students will :

(1) have acquired the mathematical and communication skills necessary to undertake most tertiary courses;

(2) be familiar with the study techniques required by tertiary students.

Implicit within both of the major objectives is the additional goal of promoting confidence and a true sense of self-accomplishment withinindividuals as they progress through the programme.

2. Evidence of Programme Benefits

Evaluation forms submitted by students have been strongly in support of the Preparatory Studies programme with respect to its format and perceived applicability. The continual increase in enrolments is another indication of the programmes success, with enrolments in the latest academic year approaching 300 students.

Of the first group of students to complete the programme and enter into a tertiary degree course, over 87 percent have passed all subjects attempted to date.

C. Inputs

1. Participants

As previously stated, the Preparatory Studies programme had close to 300 enrolled students in the previous academic year. The vast majority of these students were mature age students who were interested in returning to tertiary studies after a significant number of years since last attempting studies of any description. Most were interested in attempting external studies while maintaining their current job position. While most students lived in Queensland, there were also interstate and international students registered in the programme.

2. Staff

Academic staff members to date include 6 course authors, 12 tutors in the PASS course, 4 tutors in the Communications Skills Update, and 3 tutors in the Updating Mathematical Skills course. The programme also utilizes Continuing Education administrative staff and DDIAE administrative services such as mailing, student enrolments, student support centre, and advertising.

3. Finances

For the current academic year the entire Preparatory Studies programme can be attempted for a fee of $110.00. The individual course components can be attempted as continuing education courses for the following amounts: PASS $30.00, Communications Skills Update $45.00, and Updating Mathematical Skills $35.00. The prices include all the materials required and tutorial support for students. Payments for course tutors and the

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production of material are financed from the fees collected. The administrative costs of the programme are not directly calculated as this programme is administered along with all other continuing education courses, however the course fee structure has been set at a level such that the programme's projected costs are recovered.

4. Facilities

The programme requires the use of the assignment system, computer managed learning system, and student support systems of the DDIAE. Inherent in the use of all three of these systems is the use of computer facilities, telephone and teletutorial facilities and mailing facilities. There are no direct costs associated with the use of these facilities, with the exception of telephone charges for teletutorials.

D. Evaluation

The first complete evaluation of the Preparatory Studies program is currently in preparation. It is anticipated that the report will confirm that the programme has satisfied the initial goal of providing an appropriate academic avenue for those who wish to return to tertiary studies after a substantial period away from formal studies. The subsequent expansion of the scope of the Preparatory Studies programme to incorporate subject areas such as chemistry, physics and educational studies appears to be in response to a need for the upgrading of entry level knowledge for a wider range of tertiary courses. The developmental time required to produce additional course components appears to be the major obstacle to the programme's expansion.

E. Influences

1. Positive

The growing interest by various sectors in government and education in making make tertiary studies more accessable to mature age students or to those individuals who have not been able to gain entry to tertiary studies through the normal channels has been a positive factor in establishing the Preparatory Studies programme. The positive response the programme is currently recieving from participants will ensure that its continued development will proceed in the near future.

2. Negative

The requirement that the programme must attempt to break even on costs is a negative influence in that the fee structure may prohibit some individuals from participating.

F. Final Comments

The Preparatory Studies programme aims at reducing the stress and anxiety of returning to study by providing external studies material which the student can work through at their individual pace, while being provided with the appropriate degree of structure and support. Its continued use as an alternate avenue for entry into tertiary studies provides a valuable pathway for those individuals who may have previously felt unable to attempt to gain a tertiary qualification.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: JOANNE LEE DOW Phone No.: 03 652 0725

Organisation: Discussion Programs Department, Council of Adult Education

Street Address 256 Flinders St

City or Town Melbourne 3000 State: Victoria

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Discussion Programs Department

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Educ. E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

J. Leisure (though also L.)

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

The Council of Adult Education is a statutory body in the State of Victoria; a major TAFE provider; ~~Its~~ programs are partly government-funded, partly user-pay; (See C 1.2 p8)

6. Basic characteristics of service area:

A. ________ geographic size (such as square miles or kilometres)
Australia wide, but concentrated in State of Victoria

B. ________ population (number of people living in area).
Vic'n population - 4 million

C. ________ urban/rural (density of population)
Our program 53% urban, 39% rural
Victoria 3 million urban 1 million rural.

2M/1

INTRODUCTION

The Discussion Programs Department of the Council of Adult Education (CAE), a statutory body in the State of Victoria, offers a distance education programme to more than 700 non-tutored, home-based discussion groups, ranging in size from 6 to 15 members with an average of 11. Although there is still a small art, music and video-film provision the programme is essentially a book discussion one. Groups receive monthly boxes, each containing a different resource set of 15 copies of the main title and the educational notes, with some additional material.

Materials are also used by other departments in CAE and are available for public hire.

A. PROCESS

A.1.1 Methods of Teaching

Because this programme is based on self-directed adult groups, the educational 'teaching' input is indirect, except for occasional seminars and visits to groups. Educational work in the programme concentrates on:

(i) *providing a range of quality educational resources which can be used flexibly as a stimulus to discussion.* In 1987, the programme has 1200 titles ranging over literature, biography, current social issues, international affairs, travel, art, religion, music, film. Australian material is well represented. Education staff keep the diversity of participants' formal educational background [see C1(ii)] very much in mind when choosing new titles. Titles are listed, with short abstracts, in the Department's published catalogue, Dialogue. The aim is not to find the lowest common denominator, but to provide pluralistic, quality reading.

../2

Each title is accompanied by educational notes (2,500 - 5,000 words), discussion questions and suggestions for further reading. Many notewriters can provide the relevant information to make works more accessible, be open about their own viewpoints, and raise central human and intellectual issues in a style which unites depth with simplicity.

(ii) *supporting discussion as a technique of learning by:*

(a) publications like *The Book Group Book* given to new groups and written by departmental staff in 1977-8 to facilitate better group dynamics and to address issues specific to good discussion of books; and *Group Affairs*, the journal published for the groups by CAE, in large part to put them in touch with each other's experience, criticisms and suggestions by sharing their written responses.

(b) contact with groups. Each week, several groups spontaneously ring in to talk with educational staff about particular writers, works or issues, for library information, or with more general questions about their groups. While most contact is by telephone, educational staff sometimes visit groups.

(c) occasional metropolitan and country seminars.

A.1.2 Methods of Learning

Because participants' groups are self-directed, the programme's staff have had to come to grips with the truism that their learning matters more than our teaching. The programme exemplifies key ideals, processes and structures at the heart of CAE's work in adult education. These include:

(i) *awareness of the voluntary nature of adult learning*. The overwhelming majority of our groups appear to be self-formed, locally-based groups whose members hear of the programme through friends and neighbours and who then join an existing group or form one of their own. Groups choose their own size (within the 6-15 limit), their own members, monthly meeting times and places. (A small minority of groups meet in institutional settings - Community Centres, Neighbourhood Houses, Libraries, Homes for the Aged, a Psychiatric Clinic - where more initiative may be taken by local staff.)

(ii) *emphasis on the self-directing characteristics of adult learning*. The groups are self-directing and non-tutored. Groups direct their own meeting procedures. Most choose a different member to lead each discussion; a few have one fixed leader; some have no leader at all. Each group develops its own style and engages with the discussion material in the manner and to the degree its members choose.

Within the constraint of availability of box sets, groups choose their own discussion titles. The resource catalogue, Dialogue, stresses the importance of both the personal and group aspects of this selection process : 'The groups will probably be most satisfied if each member receives an item of her or his personal choice at some time during the year.' (p5)

(iii) *recognition of the social dimensions of adult learning in groups*. Dialogue explicitly recognises that 'the social value of the scheme in providing the opportunity for individuals in a local community to meet and discuss areas of mutual

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interest is as valid and as valuable as its educational quality'. (See A2 & 4)

A.2 Programme Planning

(i) *Maintenance of a decentralised programme*. As outlined above, groups are self-selecting. In the last several years there has been minimal marketing (e.g. small advertisements in CAE's programme guide distributed in the Melbourne metropolitan area). Yet, despite an annual disbanding rate of about 9%, both country and metropolitan group numbers have slowly risen from about 564 in 1971 to 723 in 1986, which is close to the capacity limit of the department's manual despatch system. The success of a decentralised programme, in which new groups are self-generating and existing groups regenerate, arises from a sound original conception followed by four decades of responsive planning.

(ii) *Reaction Sheets*. After each meeting, groups are encouraged to fill in a sheet, provided in each box, and inviting them to comment on 'whether or not your group enjoyed the box and whether or not it has had any influence on your thinking, feelings, attitudes. How effective was the box in stimulating discussion? Did your group experience any difficulties in discussing the box? Do you have any suggestions as to how we might improve the box?'. These are returned in the boxes, and read daily by educational staff, enabling us to keep in touch with reception of new titles and notes and satisfaction with or complaints about all aspects of the programme. This constant feedback, together with telephone contact, is an important feature of a programme where educational staff are given great freedom to back their own experience and judgement about acquisitions, withdrawal of titles and selection of notewriters.

(iii) *Physical planning*. Thorough and dependable systems, which link decentralised groups' choices with management and delivery of resources, are essential to this programme and are continuously refined. Considerable administrative responsibility is carried by each group secretary, a person nominated by the group and entitled to free membership in return for their administrative responsibilities. For the rest, our distance education venture requires painstaking housekeeping at the centre. We are a department of forward timelines, forms, cards, systems, routines and daily chores - each working day some 35-40 boxes are despatched and returned by physical handling and manual recording systems.

A.3 Programme Improvement

During its four decades, the programme has changed with social changes - sometimes proactively, sometimes reactively. Key issues at present are attitudes (including linguistic ones) to women, racial equality, the aged, the disabled, social justice.

In 1985, a major review of the Discussion Programs Department was initiated by the Director of CAE, Tony Delves, in response to a period of stress and high staff turnover. Areta McCulloch's report and recommendations provided important guidelines in the department's goal-setting by existing and new staff.

Key improvements worked for in 1986/87/88 are :

(i) clarification of job briefs and internal systems and processes

(ii) additional educational staff

(iii) rationalisation of enrolments system

(iv) computerisation of despatch, providing opportunity for programme expansion and releasing clerical staff into more varied and satisfying tasks

(v) better materials selection and discards based on more systematic use of group selections and preferences and reaction sheets. Greater participation in these decisions by group members, notewriters and others.

(vi) upgrading of educational notes

(vii) use of Materials Improvement Fund to upgrade resources, particularly art boxes

(viii) better stock control and materials management of more than 100,000 individual items

(ix) widening of programme to print-handicapped and housebound in a co-operative effort with Braille and Talking Book Library and the Association for the Blind

(x) development of fleximode materials for use by disadvantaged women, individually or in groups, by building on existing resources, acquiring new ones, and using CAE's tutoring and administrative staff's experience with such women.

A.4 Encouraging Participation

See A2(i), 3 (ix) & (x)

On the whole, existing groups recruit their own members and provide the incentive for new groups to form. Educational staff visit groups who indicate that they want assistance in improving their processes or deciding whether it is appropriate to continue.

Until despatch is computerised and the compactus storage of boxes expanded, the programme is operating very close to its maximum capacity.

B. OUTCOMES

B.1 Programme goals and intended outcomes

For us, these are an inseparable part of learning and teaching processes and planning and structures. The following statement thus summarises goals implicit in A.

Discussion Programs aims to provide a range of quality educational resources which can be used flexibly to support discussion as a technique of voluntary, social and educational adult learning in self-directed groups which maximise learners' choices in a decentralised programme where individual reading is followed by group discussion.

B.2 Evidence of actual programme benefits to learners and others

At the most basic level, evidence of participants' satisfaction is provided by their staying in this non-tutored, decentralised, user-pays programme. The goals outlined in B1 are humane, traditional 'humanities' ones which are difficult to quantify. Qualitatively evaluative study is needed of how far these are achieved. Our impression is that groups engage very differently with the pre-discussion reading - with some groups or individuals not finishing, while others do an impressive amount of extra reading. While we defend groups' rights to engage with resource material to the extent they choose, it still seems that group satisfaction is highest when the intellectual and imaginative stimulus of completed reading co-exists with social goals. Written feedback suggest that this is frequently the case.

The groups' Reaction Sheets, confirmed by impressions in contacts with groups, also make clear that for some participants, the group becomes a major support network in their lives. Some groups are now over three decades old, though their membership may have changed somewhat during that time. Many participants are keen to join a different local group when they move house. Others travel up to 200 kms to be part of their monthly group meeting. Research would be useful on the social dimensions of this programme (including the gendering of reading and discussion in Australia) and on its role as an access, bridge or stimulant to other informal and formal adult learning, particularly for women.

C. INPUTS

C.1 Participants

C.1.1 Numbers

No. of participants in 1986 - 7803
No. of groups in 1986 - 723

C.1.2 Geographical distribution of groups

Victoria : Metropolitan - 387 groups - 53%
Country - 282 groups - 39%
Interstate (NSW, SA, Qld, NT, ACT) 54 groups - 8%

C.1.3 In 1980, the department's education officer, Yoni Ryan, surveyed 625 members in 62 groups and received replies from 270 members in 61 groups. Whatever the validity of that response, the 1980 figures confirm the impressions of staff, then, and now, about our participants.

(a) Educational Level

The programme materials assume English-language reading skills of at least middle-secondary-school level. The 1980 survey confirmed the educational diversity of participants, with 25% having completed lower secondary school, a further 20% having Year 12 (Matriculation/HSC), 13% having further technical trade or secretarial training, 24% with College and 17% with University education.

(b) Gender, Age, Work

This is overwhelmingly a programme in which women choose to participate. The 1980 figures showed 95% (258) of respondents to be female. 59% of respondents were in full-time housework, and 40% were in the 30-40 age group. At that stage, only 8% were in the 50-60 age group. My guesstimate about 1987 figures would be that the proportion of older participants has risen by at least 10% and that there has been a slight and welcome increase in the number and proportion of male participants. The programme remains a significant social and educational opportunity for women, particularly accessible to women in the home, whether they be women with children, or older women.

C.2 Staff

Since April 1986, Discussion Programs has had 7 full-time staff - an Education Officer, Education Assistant, Administrative Assistant, 3 Clerical Officers, Storeman.

Notewriters are contracted at $225 per title (1987 fee).

C.3 Finances

The programme falls into the 'user-pays' section of CAE's offering. Victorian annual fees in 1987 are $24 per member plus a Materials Improvement Levy of $2 per member, with secretaries exempted from payment. The fee covers two-way box cartage. Cartage costs amount to one-third of income from fees. A group concession fee of $165 p.a. is available to institutional groups. Special concessions are negotiated for individuals or groups who cannot afford these fees. The income from groups covers all programme costs, including notewriters' fees, but 80% of other staffing costs are subsidised by CAE which also pays overheads. Current programme changes provide the basis for an increased number of groups, and greater financial self-sufficiency of the department.

C.4 Facilities, equipment, materials

The programme offers 1200 titles, for many of which there are duplicate sets. Each of the 3,000 sets is boxed in older wooden or new plastic numbered boxes, for monthly deliveries to the groups. A box normally consists of 15 copies of the title book, plastic-covered, stitched and numbered; 15 copies of the commissioned notes, typed and edited by departmental staff, and published in A5 booklet format by CAE's printroom; some additional material related to the main title (books, journals, photocopies, slides, audio tapes, etc.).

Boxes are stored in compactus-shelving in CAE's basement area.

Titles and box numbers are catalogued on cards in a Kalamazoo, on a manual system which tracks the box's contents and location. This system and group selection cards are being computerised during 1987.

Dialogue, the resource catalogue, contains descriptions of 40-80 words for each of the 1200 titles. Each year groups choose 36 titles and record these on selection cards. While every effort is made to give groups their preferred choices, they may receive any 11 of their 36 choices each year.

In its four decades, the programme has used rail delivery to stations or door-to-door road transport : in 1987 both cartage systems are in use.

D. EVOLUTION

> The Adult Education Act of 1946 was remarkable in a number of ways. It meant that for the first time in Australian educational history, adult education was recognised as requiring a separate identifiable institutional form. Up to this point adult education was always an appendage, a supplement, to the work of other bodies, mainly universities or Departments of Education, which had many other and more pressing concerns. Now it was to stand alone, attending to its own special business, developing its own techniques and methods.
>
> Colin R. Badger, Who was Badger? (Melbourne, Council of Adult Education, 1984), p.98

2M/11

When the Council of Adult Education began its work under Colin Badger, its first Director, on 23 April 1947, Discussion Services Department's resources were transferred from the Extension Board at the University of Melbourne. The oldest current book group is thus older than CAE itself. During these four decades the programme has changed with Victorian society and with CAE's changing awareness of how best to meet its statewide role. CAE's first emphasis was on community arts, through extensive, touring, 'cultural' work in drama, music, ballet and opera: the programme's resources were concentrated on music and art boxes, and on drama, in conjunction with the Victorian Drama League. Robb Mason, Head of Department in the 70s, sees this first movement coming to a close in 1956, 'the year of the FJ Holden and TV'. Social changes in personal mobility and recreation patterns were matched by structural changes. The greater independence of country towns and regions was signalled by the establishment of the first of the Country and Continuing Education Centres in Wangaratta in 1962. The programme's centre began to shift from its music and art boxes (worn by use) to books. The first stitched paperbacks were introduced in the early 70s and during those years, the present administrative systems were invented. Attempts were made to overcome the discontinuity of monthly meetings on different topics by the introduction of extended programmes which offered the possibility of more depth and sequence in selections to those groups who felt that need. 'Talking Points' (pithy discussion starters on issues of interest) were developed in an attempt to overcome the programme's limitation to prepared readers, and to open it to community groups working on-the-spot. Later still, the programme attempted to break out of its monolingual English mode by providing 'Talking Points' in Italian. None of these attempts has really shifted the programme's centre of gravity (see Section C).

E. INFLUENCES

Some positive and negative aspects of Discussion Programs can be seen as the two sides which show what sort of coin it is and what measures need to be taken to keep the currency good. Positives are numbered 1., negatives 2.

For example: it is only by risking the reinforcement of parochial prejudice that our programme can offer the possibility of self-directing local groups who develop and widen sympathy and understanding through autonomous reading and discussion. The negative risk is minimised when strong local initiative is strengthened by networking between groups, and stimulated and supported by input from the centre.

1.1 Thus a positive influence has been the development of structures which not only enable two-way dialogue between groups and staff at the City Centre but, even more importantly, allow groups to interact with each other - such structures include group visits, Group Affairs, regional seminars.

2.1 Such structures are time-intensive. When the ratio of educational staff to number of groups is low, as at present, they are difficult to maintain. Their failure threatens the quality of the programme, but not necessarily its continuation.

1.2 The physical delivery of resources is facilitated by Victoria's radial railway and transport system, reaching out from the capital city, Melbourne, through a large suburbia into the smallest and second most populous of Australia's mainland states.

2.2 Cartage costs are high within Victoria and all but prohibitive across the tyrannical interstate distances to Alice Springs and Darwin.

1.3 Four decades of history have given depth and variety to resources.

2.3 Many existing resources urgently need to be withdrawn, replaced or updated - another costly and time-intensive process.

1.4 Administrative systems have been well-designed and constantly improved.

2.4 The programme requires much repetitive and meticulous work which limits job satisfaction and has led to periods of high staff turnover. Automated systems now being developed will enable more staff time to be directed to improving the quality of the programme.

1.5 This programme has been fortunate in attracting committed staff. Moreover, CAE's three Directors (Colin Badger, Colin Cave and Tony Delves) have all appreciated the programme's quality and its statewide relevance.

2.5 Distance Education programmes are always potentially vulnerable because their participants are invisible at the structural centres.

F. OTHER: MONEY AND WOMEN

This programme exists within the funding constraints which marginalise adult education within Australia's educational budget, itself under pressure. As the present spending on departmental automation and upgrading of educational quality indicates, CAE supports the programme although its fees do not meet its gross costs.

Such support is particularly heartening for a venture which has overwhelmingly become a women's programme, although it is and was not designed or marketed as that. Four decades ago, the educational oppression of women was rarely admitted. It is now increasingly being addressed although it is far from being redressed. The community-based, self-reliant, flexible, networking structures of this programme,

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which offers the many choices emphasised earlier in this paper, demonstrate one way in which women's participation in learning can be effective. The programme offers a distance education model whose values and structures should be borne in mind as funding becomes available for open learning, using the new communication technology.

JOANNE LEE DOW

Department of Discussion Programs
Council of Adult Education

QM/15

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Bettina Fiegel Phone No.: 062/492888

Organisation: Centre for Continuing Education, Australian National University

Street Address Eggleston Rd., ANU Campus, Canberra ACT 2601

City or Town ____ State: ____

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(x) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

CCE Community Education Program

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

J. Leisure

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

University

6. Basic characteristics of service area:

A. ____ geographic size (such as square miles or kilometres)

B. 300,000 population (number of people living in area).

C. suburban urban/rural (density of population)

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CENTRE FOR CONTINUING EDUCATION: COMMUNITY EDUCATION PROGRAM OF NON-VOCATIONAL, NON-AWARD COURSES

INTRODUCTION

The Centre for Continuing Education at the Australian National University in Canberra provides a bi-annual program of evening courses and field trips for the local community. There are no prerequisites and no course awards and the majority of courses are studied purely for interest. (The exception are a small number of courses useful for professional advancement - e.g. computing, business writing, or preparatory studies for University entrance. These will not be considered in this paper.) Another provision for general interest education is the Audit Scheme, which allows anybody to sit in on normal undergraduate lectures (but generally not tutorials) without regard to his or her prior educational qualifications. Audit students do not sit for exams and do not receive an award.

A. PROCESS

1. Methods of teaching and learning (including main types of methods and materials for helping adults learn).

The average course is held in two-hour slots once a week for ten or twelve weeks, although other durations are possible (ranging from one day to 26 weeks). Most follow the lecture-plus-discussion format. There are also workshops (mainly in the "Human Beings" area), which may run for a weekend or for several weeks and which involve students in extensive participatory and/or small-group work. Day-long excursions to places of interest and fieldtrips are arranged for appropriate subjects. Guest-speakers may be invited to contribute.

Courses can be one-off affairs, or lead to follow-ons, depending on student demand and the interest and availability of tutors.

Course materials include recommended readings, photocopied handouts, slides and films, and textbooks and tapes for language classes.

2. Program planning (including who conducts needs assessment and context analysis, and how they usually do so, along with other major planning arrangements and use of plans).

Tutors are found mainly by two methods: approaches to people considered suitable to teach a particular course or to recommend someone else, and advertisements in the University newspaper.

Courses are proposed by tutors who provide a description and course outline, which includes details about the material to be covered, presentation methods used, recommended readings, etc. These proposals are first vetted by the program administrators. Each bi-annual program is submitted to a meeting of a sub-committee of COPACE (Committee on Public Affairs and Continuing Education), which advises on all courses and conferences of the Centre for Continuing Education. Committee members are from the faculties and research schools of the University.

Tutors are assessed as to their suitability in terms of subject knowledge and teaching experience by means of a Curriculum Vitea and references. Courses are considered in regards to a balanced, un-biased coverage of the subject and suitability of the teaching methods employed.

Student input into planning usually takes place only at the delivery stage in new courses, during the first class when course programs can be modified in the light of student interests. Most tutors are only too willing to do so, and some specifically

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state this fact in the course description. Some tutors will consult their class at the end of a course to help plan the next one. Administration staff are open to suggestions about future possibilities.

Needs assessments are conducted only informally, by experience of what is in demand and by experimentation. The program administrators attempt to offer a balanced program within and between the seven areas of study offered: Societal Processes, Literature & Philosophy, The Arts, Natural Environment, Human Beings, Languages, and Science, Maths & Computing.

3. Program improvement (including evaluations and staff development).
Formal evaluations are conducted by means of questionnaires completed by students at the end of a course. No evaluations, however, are sought from people who drop out. Informal evaluation consists of feedback from students and tutors about successes and failures. Any such information is taken into account when planning the next program.

A yearly tutors' workshop is available to tutors free of charge, covering subjects of interest to participants.

4. Encouraging participation (including counselling and retention efforts).
Advertisements are placed in the local newspaper and reprints distributed to libraries, government departments and other major employers, as well to cultural organizations and the like. The larger Summer Program (about 70 courses) is advertised twice and has an enrolment period of two months; the smaller Spring Program (about 30 courses) is advertised only once and people have three weeks to enrol.

There have been a number of courses for women sponsored by providers (both tutors and

2N/4

the administration) in order to keep fees low and encourage participation. Some courses run in the day-time to cater for people who cannot attend evening classes. Half-price concessions are available to pensioners and full-time students. Other than that, little effort is made to reach underpriviledged groups in society.

Students are counselled on request about which course to take and how to get the most from their study. There are no attempts made to retain students who wish to drop out.

B. OUTCOMES

1. Program goals and intended outcomes (including major objectives and process of gaining agreements on objectives.)

The overall aim of the program is to extend the University's offerings to the wider community. In line with this, the majority of tutors are academics and postgraduate students from the Australian National University. This is the brief given by the University to the Centre for Continuing Education.

2. Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

Attending a course may kindle an interst in the subject area or in studying in general. Many students (especially women) enter teriary study after first experiencing adult education as a 'general interest' student.

C. INPUTS - numbers and characteristics of people and resources that are acquired for the program to function, along with other procedures to obtain them.

1. Participants (learners, students).

Participants tend to be middle-class, public servants, clerical workers or professionals,

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well educated, aged between 30 and 45, and 65% female. In 1986, about 1500 students were enrolled in CCE general interest courses and another 50 in the Audit Scheme.

2. Staff (teachers, discussion leaders, co-ordinators).
Most tutors are drawn from the ranks of ANU academic staff or postgraduate students. Others are self-employed (e.g. writers) and wish to work only part-time. The administration staff includes two full-time workers and some casual help recruited at peak times.

3. Finances (money and in-kind support from any source).
All courses are self-funding, i.e. tutors' salaries, materials and incidential expenses must be covered by the course fee. The University advances tutors' fees, but recovers the outlay at the end of the year. The two administrative staff positions, however, are CTEC funded and the University pays all costs of advertising. Casual staff is paid by the Centre for Continuing Education. Until recently, staff could be employed under the Commonwealth Employment Program (whose salaries were paid by the Commonwealth government). This scheme supplied a third staff member to the administration team. However, changes in eligbility criteria now preclude Universities from participating in the scheme.

Audit students impose no extra cost on the University. The Centre for Continuing Education keeps a percentage of the students' fee; the rest of the money goes to the department giving the course.

4. Facilities, equipment, materials.
Most rooms used for classes are available free; these are only available in the evenings. All materials must be paid for (recoverable through students' fee), in-

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cluding equipment hire from other parts of the University.

D. EVALUATION - Brief history of major program trends to describe how this program evolved, and major past influences that helped and that hindered.

Until a few years ago, programs offered a much wider range of subjects, including courses teaching skills. Since the establishment of the Committee on Public Affairs and Continuing Education (COPACE), guidelines have been laid down which state that courses must have an academic content. If there is a practical component at all, it can only play a minor role. Programs are to reflect the academic endeavours of the University. Competition with other ACT providers (e.g. TAFE Colleges) is to be avoided.

The last two years have seen an affirmative action program in place, providing more courses for and about women.

E. INFLUENCE - Major current influences from the past few years and now that affect program functioning. (Examples include financial support, government policies, economic conditions, social traditions, available volunteers, and staff.

The support of the University by way of funding two administrative posts and by providing lecture rooms free of charge makes the program possible. Another main factor contributing to the success of the program is the tutors' enthusiasm for giving these courses, enabling academics to teach a particular area of interest and young postgraduate students to gain experience in adult education. As tutors are paid only half of normal University lecturing rates, a love of teaching is a neccesary incentive.

The program administrators endeavour to keep fees down; however, rising costs have forced a steady increase in tuition fees over the last few years. These increases make it more difficult for many people to attend what is merely a leisure time activity. Courses can only run when there are sufficient enrolments to defray expenses. In the past, more popular courses subsidized less well attended ones. Budget cuts to the Centre for Continuing Education have severely limited this practice, as there is a greater need to achieve a surplus income.

Until recently, a third staff member paid out of Commonwealth Employment Program funds was an integral member of the administrative team. As this scheme is no longer available to Universities, extra income needs to be generated to pay for at least casual help during peak workload times.

Class rooms from within the University are only available to the program during the evenings, as they are heavily used for undergraduate teaching during the day. A small number of courses can be run in the Centre for Continuing Education itself, but there is a general constraint on day-time classes due to the scarcity of available venues. Most University lecture rooms are in any case rather unsuitable for adult education purposes, with fixed furniture arranged in rows rather than in a pattern that facilitates discussions.

F. OTHER - Any other brief comments that help explain how and why the program functions as it does in its societal context.

Canberra is in many ways an a-typical town, having a far larger than normal middle-class, white-colar population and especially a large number of public servants. This already very well educated type of clientel make up the main consumers of liberal adult education provisions everywhere in Australia. Having a larger than average proportion of such people in Canberra enables the Centre for Continuing Education to

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offer a more comprehensive liberal arts type program than could be expected from a town of the size of Canberra. Also, the lay-out of the city makes travel very easy, enabling more people to attend classes without a lengthy commute.

Bettina Fiegel
Centre for Continuing Education
Australian National University
Canberra

1987

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: ROSIE WICKERT Phone No.: 02 237-6939

Organisation: N.S.W. BOARD OF ADULT EDUCATION

Street Address LEVEL 14, A.D.C. BUILDING, 189 KENT ST -

City or Town SYDNEY State: NSW 2000

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(X) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

N.S.W. BOARD OF ADULT EDUCATION, LITERACY PROGRAMMES

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

LITERACY A.

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

MINISTRY OF EDUCATION - NSW

6. Basic characteristics of service area:

794,
A. 804 sq km geographic size (such as square miles or kilometres)

B. 5.5 m population (number of people living in area).

C. N/A urban/rural (density of population)

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NSW BOARD OF ADULT EDUCATION

LITERACY PROGRAMMES

A case description prepared for the International Comparative Analysis of Selected Educational Programmes for Adults.

Case description prepared by

ROSIE WICKERT, LITERACY ADVISER

May, 1987

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INTRODUCTION

A programme aimed at teaching reading and writing to adults in need was introduced into the Evening Colleges of the NSW Education Department in mid 1972. The programme was given the name "Operation Literacy".

The impetus came about when the Staff Inspector in charge of Evening Colleges was approached by a young man who worked as a messenger in the Department. The Staff Inspector, using a system he devised as a classroom teacher decided to teach him personally and also to start classes in a few colleges to see if there were a demand.

This initiative represented the breakthrough in gaining official and general recognition that a problem of adult illiteracy existed in Australia. Within 3 years, in N.S.W 1000 adults were studying reading and writing in 103 centres. Others were being catered for by volunteer tutors who were being trained to work with isolated students particularly migrants; classes were running in sheltered workshops and hospitals; and a distance education package was brought in to use.

In 1977, the N.S.W. Department of Technical and Further Education (TAFE) announced its Reading and Writing Programmes for Adults and appointed the first 2 basic education specialists. By the end of 1987 it is anticipated that TAFE will have 200 full-time positions in this area and it has become by far the major provider of adult literacy provision in N.S.W.

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This report however, will examine the literacy programme that was started in 1972 and continues to run in Evening Colleges and community centres throughout the state.

A PROCESS

In the early days of Literacy provision in the state, the teachers were usually primary or high school teachers who taught adult literacy as an additional job in the evenings. Possibly due to the prevalence of 'reading schemes' and kits in schools, there was an opinion that what was needed for adults was a "standard set of instructional materials" to work through. Accordingly a few of these were developed and widely used in evening college programmes.

Of course, this is no longer the case as much has been learnt not only about how literacy is acquired, but also about the needs and characteristics of adult learners. The pace of change in this area was rapid and it became apparent to the Board of Adult Education, (since 1983 the funding body for Evening Colleges) that adult literacy teachers in Evening Colleges needed greater professional support and advice if they were to modify teaching techniques to become more appropriate for adult students with reading and writing difficulties.

Two developments occurred:-

(i) A working party was established to examine proposals for the development of Adult Literacy Teaching. This working party was seen as representative of but acting independently of any particular literacy provider. It recommended that an Adult Literacy Information Office be established to act as a resource and referral centre for all literacy workers and students. This

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was established in 1979 and has provided invaluable support to many people working in the field. However its effectiveness is, inevitably, dependent on how many choose to use it. Consequently the Board of Adult Education initiated the second development.

(ii) The Board sought and received a particular Purpose Grant from Commonwealth Education Funds for the employment of a Literacy Project Officer to:-

a) survey the existing range and type of Literacy provision funded by the Board and make recommendations for improvement.

b) facilitate contact between the Adult Literacy Information Office and teachers working in Evening Colleges and community groups.

c) establish training and staff development activities.

d) establish guidelines for Evening Colleges running Adult Literacy classes.

e) investigate and develop innovative schemes to deal with Literacy provision for special populations.

This person was first appointed in 1983 and, as a consequence, many changes have occurred in the organisation and management of Literacy classes and in the methods of teaching employed. All teachers are encouraged to develop individual programmes for students adopting a variety of techniques. Regular workshops and newsletters keep all teachers up to date about new developments in adult literacy teaching and about other staff development activities.

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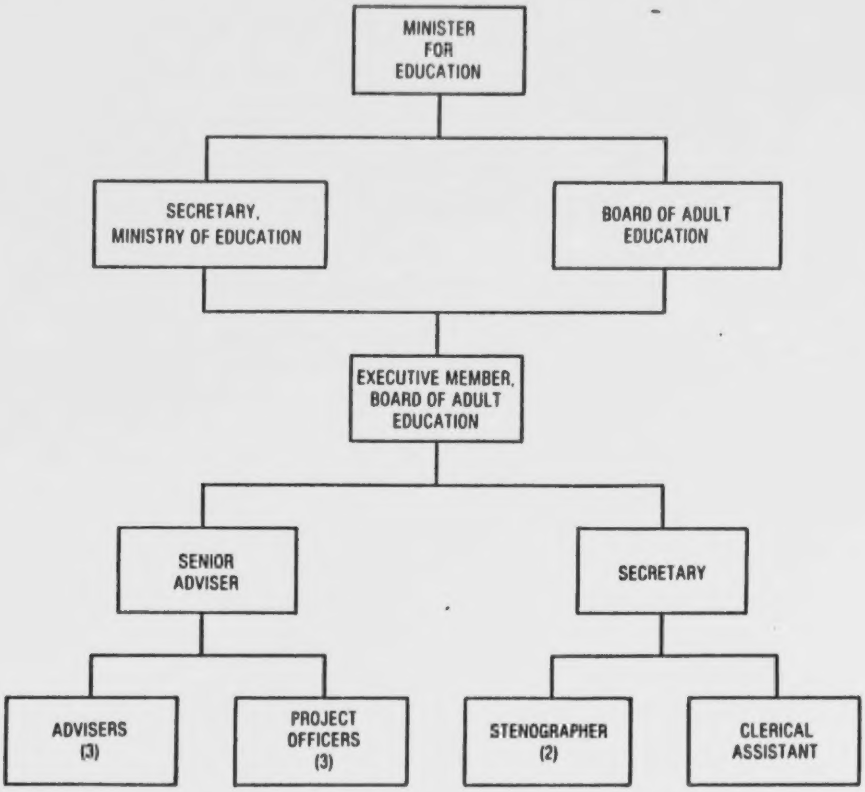
B ORGANISATION AND STRUCTURE

It may be appropriate at this stage to describe the structure of this sector of the educational system in NSW as it will help explain why the issue of support to Evening College teachers is hard to resolve.

N.S.W. BOARD OF ADULT EDUCATION



The NSW Ministry of Education is quite separate from the NSW Department of Education, which has responsibility for schools, and the NSW Department of TAFE, which has responsibility for Technical Colleges. The Ministry is small and the NSW Board of Adult Education is one of the 8 authorities under its wing. The Board's staff is also small and as the Board is

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responsible for funding and supporting 43 Evening Colleges, 43 Community Adult Education Centres and numerous smaller adult education centres, the staff sometimes is not able to provide the level of support that may be desirable in specialised areas, such as adult literacy.

At the time of writing there are 65 literacy teachers working in evening colleges as well as about 20 volunteer tutors in special community projects. Each of these teachers would have between 5 and 10 students at any one time. Thus the Board estimates there are about 500 students in literacy classes each week. The 2 or 4 hours a week that these teachers spend with these students may be the only hours they work with adult students.

The teachers are employed directly by Evening College Principals, some of whom are more aware of the requirements of the job than others. To encourage these teachers to consider changing their teaching techniques and to attend weekend and evening workshops has been quite hard, but it was pleasing that in 1986 50 teachers working in Evening Colleges attended at least one ½ day staff development activity. All these teachers also receive 3 newsletters a year and receive regular Broadsheets from the Adult Literacy Information Office.

The needs for liaison, support and effective communication are increasingly being met. Principals are increasingly liaising with the Literacy Project Officer regarding the appointment of new teachers and this is a very positive step.

C INPUTS

1) Funding

The extent of the literacy programme funded by the NSW Board of Adult Education is determined by the amount of government funding available

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through state and federal sources each year. It is currently $½m p.a.

As mentioned earlier, a Commonwealth designated grant pays for the Literacy Project Officer and a small amount of Commonwealth funding is available to support innovative programmes.

The state allocation is determined each year and has been fairly consistent for some years. This money pays for wages and resources in Evening Colleges and Community Centres. In addition, some of the funds designated for use with migrants, women and aboriginal people are also used for specific literacy programmes for these groups.

2) Students

A breakdown of the characteristics of the students attending an inner west Sydney Evening College class during 1985 gives a representative picture of the type of students attending these classes.

Total number of students enrolled throughout the year - 22 of which:-

Female	- 11
Male	- 11
Native born Australian	- 8
Born in Australia to parents from non-english speaking backgrounds	- 6
Migrants	- 8
Age - below 30)	- 11
) estimate	
over 30)	- 11
Retired	- 2
Employed F/T & P/T	- 20
Attended Special School	- 1

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3) Staff

All of the teachers are teacher trained, the majority with specialist qualifications. The Literacy Project Officer has specialist qualifications. She regularly visits and advises teachers on site.

D PROGRAMME PLANNING

1. By the NSW Board of Adult Education

(i) Evening Colleges

Unlike all other classes in Evening Colleges, except for those for the disabled, the Board funds literacy classes directly thus ensuring that no charge is made to the student. This also allows a degree of control and thus enables the Literacy Project Officer to plan the overall pattern of provision for the state.

A number of strategies are adopted:-

- close liaison with Department of TAFE personnel to minimise duplication of provision and to provide appropriate responses to local needs.
- liaison with TAFE literacy teachers request their support of evening college teachers if appropriate.
- the encouragement of literacy liaison groups in regions to foster communication and co-operation between the various providers.
- regular monitoring of demand for classes through statistical returns
- requirement of Evening College principals to inform the Literacy Project Officer of the qualifications and experience of all literacy teachers employed.
- regular monitoring of the plans of Evening Colleges through a system called 'Project Funding', ie submissions for funds for specific programmes.

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Funding decisions are made on the basis of need and lack of existing provision. It has become possible to predict where there is likely to be demand for classes and funds have been directed accordingly. Demand is growing.

(ii) Provision other than Evening College Classes

Part of the Literacy Project Officer's role is to encourage the development of innovative programmes. A number of these have been established, but the effectiveness of them has not yet been evaluated. These projects have been established where a conventional classroom situation is not appropriate.

Examples:-

- a literacy and numeracy drop-in centre at the YWCA - in Sydney
- literacy drop-in centres at 2 youth centres in disadvantaged areas of Sydney
- women only numeracy classes
- a group of Aboriginal women writers
- adult literacy students visiting colleges to show other students how to publish their work themselves
- integrated craft/literacy workshops for migrants
- development of aboriginal materials for use with aboriginal students

The planning of these programmes is dependent on a number of factors such as perceived need, appropriate teachers, funding, demand and commitment..

2. Evening College Principals

Evening College Principals are expected to plan their literacy programmes in accordance with guidelines establishes by the Boards Literacy Project

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Officer. These quidelines refer to such factors as:-

- size of classes
- composition of classes
- use of adult materials
- type of rooms
- responsibility to promote the programme and administer the funds

3. Literacy Teachers

Literacy teachers are expected to plan their programmes on an individual needs basis, using adult, interest related materials. They are encouraged to provide a friendly atmosphere, moving furniture if neccessary.

Since most Evening Colleges operate from High Schools, it is sometimes difficult to find an appropriate venue for adult literacy classes.

E ENCOURAGING STUDENT PARTICIPATION

There are a number of mechanisms adopted to encourage student participation:-

(1) the use of local radio to publicise programmes
(2) devising appealing names for the classes
(3) making community workers aware of the classes
(4) publicising the classes to other Evening College students
(5) publicising the classes along with the rest of the Evening College programme.

Within the class, teachers are encouraged to promote student participation through:-

(1) classroom discussion
(2) tea and coffee facilities
(3) small group activities

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Developing programmes in response to student needs is not interpreted as students working in isolation.

F PROGRAMME IMPROVEMENT

As indicated earlier, much effort has already been expended to improve literacy classes in Evening Colleges and community centres.

Efforts to provide a variety of staff development activities and venues have resulted in increasing participation and improved classroom practice.

Efforts to bring literacy teachers together, particularly in country areas, have also begun to work successfully. This remains a priority.

Teachers are encouraged to assess the effectiveness of their own programmes. On the whole student retention is high.

G OUTCOMES/EVALUATION

The organisation and structure of non-award Adult Education in NSW is rapidly changing.

The old model of Evening Colleges, running from one High School site, with a part-time principal is disappearing. The conventional literacy class in a high school classroom with a high school remedial teacher was a historical development related to the beginnings of literacy provision.

We are now looking to larger Evening Colleges, with full-time principals able to explore alternative models of adult education including literacy provision within the community. Full-time principals will also be able to provide stronger support for their teachers in the form of negotiating for more appropriate classrooms, providing opportunities for social events.

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allocating resources for materials, publicising more effectively and providing a stronger college to identify with.

Along with the rationalisation of Evening Colleges, the NSW Board of Adult Education has also recently set up Regional Councils of Adult Education with Executive Officers. There are a number of reasons for this, but included among them are factors such as gaining a more accurate assessment of need, making better use of available resources and responding more appropriately to the needs of rural communities.

These major structural and administrative changes are bound to affect the literacy provision currently funded by the Board. Until such time as the impact of re-organisation has been assessed, it would be counter-productive for the Literacy Project Officer, to introduce major changes at this stage.

In many ways literacy classes in Evening Colleges are an anomaly. The literature on the experiences and expectations of adult literacy students suggest that a school environment would be the last place an illiterate adult would want to go.

We have tried through the means we have available to minimise the potential effect of a schoolroom atmosphere, and have often considered not using school premises.

The opinions of teachers and students have been canvassed on this issue, and, unexpectedly, many students would not want to go anywhere but school. It is not a frightening, but a familiar environment. It is where they expect to go to learn something. Teachers argue that Literacy

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classes in Evening Colleges have a "special" atmosphere. Many of the students are in employment and the composition of classes reflect the composition of the community.

So we should heed these words, and not assume that the "principles of adult education' accurately reflect the needs and aspirations of all students. 8 hours a week in an adult environment in a TAFE College or an Adult Education Community Centre may seem on paper to be the ideal learning environment. Other students remind us that we must continue to provide the maximum choices so that students can determine where they want to learn.

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2P/15

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: MARIAN LETCHEN Phone No.: 0342936 44

Organisation: CARRINGBUSH REGIONAL LIBRARY

Street Address 415 CHURCH STREET RICHMOND

City or Town RICHMOND State: VICTORIA

Nation: AUSTRALIA 3121

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

CARRINGBUSH LIBRARY : A PLACE TO BE

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

J: LEISURE; CITIZEN

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

COMMUNITY LIBRARY
LOCAL GOVERNMENT

6. Basic characteristics of service area:

A. 18 sq Kms geographic size (such as square miles or kilometres)

B. 30,000 population (number of people living in area).

C. Inner urban/~~rural~~ (density of population)

Where Neighbours Meet: Carringbush Library a place where people can be

Historically, libraries have been places in the community where people have gone to continue their learning. They are a centre in the local community where people from all backgrounds come and share a range of facilities resources.

A. Process

(1) Methods of learning

Carringbush Regional Library was conceived as a total community service offering information, cultural and leisure services to the municipalities of Collingwood and Richmond. This service goes far beyond the limitations of traditional library services.

The fact that this library is far more than a repository of books is reflected in the variety of informally structured learning experience catering for a range of learning styles organised by the library.

(a) Carringbush's role as cultural reflector and agent for social change

Since its inception over 9 years ago the library has been a vehicle for critical consciousness in the community. Displays, walks, seminars, bus trips, especially of an historical environmental nature, discussions, concerts, focus attention and draw upon the learner's previous experience and thus encourage an experiental mode of learning.

Some of the staff are involved in a range of community committees fostering the development and enhancement of informal learning networks and bringing ideas and people together as well as fostering creativity, as well as encouraging people to originate and create their own future.

(b) Special Groups

Richmond and Collingwood are two suburbs where people at the crossroads of their lives settle temporarily. The region is a microcosm of the mélange of cultures in the wider community. These two suburbs have absorbed the waves of migration to Australia from Italy, Greece, Yugoslavia, Turkey, Vietnam and Cambodia and Timor.

Over the years English as a Second Language classes have been based at the library as well as a resource collection.

The community arts co-ordinator, based at the library, facilitates the learning of many groups in the community through projects. Recently the products of a Turkish Women's Craft program were displayed at the local women's house.

Many people redirecting their lives have been helped by the Adult Literacy program where tutoring is provided on a one to one basis.

In this repidly gentrifying community there is still a high proportion of aged people, particularly women. The library provides a range of learning experiences for these people in the form of regular weekly outings, films, craft activities.

(b) Special Groups contd.

Librarians take books and hear a book cassettes to those people in the community who are housebound as well as bringing these people to the library to select their books and interact with others in the community.

The building is a venue for the Tombolas, a group of local adults who script and act plays. Many of the themes have a local,political and historical flavour.

The bookmobile service takes learning resources to the community, health centres and factories in the area.

(c) Role in Open Learning

Many people in the community have difficulty accessing information. The library provides a base of an informal community learning switchboard connecting learners with resources of all kinds. Many people approach the staff for ideas as they are reluctant to use the printed material available.

Exhibitions, displays and the community calendar have encouraged individuals to try new learning experiences and exposed them further to unrelated resources.

Over the years seminars and evenings have been organised so that residents can search the history of their house and street and family using the council records. These rate books are now on microfiche and the local history librarian provides assistance and support to those who wish to search these encyclopedic documents at the library.

Carringbush was the first public library in Australia to provide on line access to a computer terminal.

The staff at Carringbush are encouraged to move alongside learners and to support them in retrieving information and resources from the various catalogues. They also give assistance in helping learners plan their approach to their learning projects.

(2) Programme Planning

The library service is organised to facilitate open learning and to switch people back onto learning that they may have been put off in the past.

Systems of information retrieval and loans have been developed with the ease of the public in mind. The resource collection is selected keeping in mind the needs of the community including the intelligent non academically motivated.

Many of the staff have lived and or worked in the local community for a considerable time and are familiar with the learning networks, needs and patterns. They are concerned with removing the inequities in people's abilities to learn and helping them adjust to change.

The local history activities are organised on the premise of blending a range of sensory experiences in discovery with the personal meaning of place. The learning experiences therefore utilise the wider environment. Topicality is also another important factor in the planning of displays, films, book collections, marking for example, The Year of Peace and the Tasmanian Wilderness and the Cable Tram Centenary celebrations.

(3) Programme Improvement

The community arts officer and local history librarian in particular are continually looking for ways to improve community learning and to weave a culture of the community and a fabric of lives of people.

Staff are encouraged to discuss their experiences and difficulties with users informally and at staff development sessions. In this way they are encouraged to foster the human echo in the existential uncertainty of the lives of those who come into the library or meet the staff in the community. These are times to share other experiences, attitudes and the understanding and use of various resources.

The staff are conscious of the gap between what is desirable and what is the reality in terms of provision and seek ideas and feedback from the community on an informal basis.

(4) Encouraging Participation

For many people the present service has been their first experience of a public library since the South Richmond Library closed its doors in 1949 and the moribund service at Collingwood limped along. News of the service spread when it opened in September 1977. The local and not so local grapevine brought neighbours and those from surrounding suburbs together. The extensive network of contacts and goodwill that the staff have developed over the years has helped to maintain the interest and momentum in the use of the library as people consciously and unconsciously see the value of the inter-relatedness of the various expressions of informal and learning experiences.

The Carringbush Community News, as well as other forms of publicity, are printed on the library's off-set printing press. The local Council newsletters, newspaper, regularly feature items about the library. Radio interviews have attracted the attention of those interested in the cultural fabric of these two inner suburbs and the support to learning that the library provides. The services reach out to those who have had alienating learning experiences and entices them to try another form.

Ironically, competing influences for people's leisure time, such as the T.V. and radio and daily newspapers, bring people into the library in search of recommended books and resources.

B. Outcomes

1. Programme goals and intended outcomes

As far as community learning is concerned, the programme goals have not been stated explicitly.

These could be interpreted as follows:

(1) To encourage identification in the community with the library as a centre for open learning.

(2) To create a sense of place and belonging.

(3) To generate a positive attitude and mood towards learning rather than a passing mood.

(4) To provide a place where people can simply be.

B. Outcomes cont.

1. (5) To stimulate and enrich the daily lives of people.

   (6) To satisfy the inner needs of people which they may not have recognised within themselves.
   (Very little is known about the reasons why or purposes involved or even the effect of information supplied in libraries; it is vaguely assumed to be a good thing).

   (7) To be a vehicle for community development.

   (8) To reach out to those who have had alienating learning experiences and to switch them on to learning that they have been put off in the past. To create an attitude in the community that learning does not stop when one leaves school. In fact that is when it may begin for some!

2. Evidence of actual programme benefits to learners and others

Knowledge about the cause and effect relations between resources and everyday problems is limited. One could be concerned that the community does not make significant use of the library and its associated networks for information of this kind in helping them solve problems of everyday living. One could have reservations that all problem solving is a matter of finding the appropriate resources to meet a need.

One of the most important functions of the library is to alleviate loneliness. On a Saturday and Sunday afternoon, hundreds of people, not normally served by the normal patterns of provision in adult education come through the doors. Some have slept beside the front door and in the car park at night. (As I write this an elderly gentleman is adjusting his wooden leg in the foyer.)

Being part of a group has put a spring in the step of members of the Tombola cast as they scoot up the road to rehearsal. Mr. B. Says No, a film about the rights of the elderly was written, filmed and acted by the Tombolas in Richmond. The A.B.C. bought the film and it has appeared on T.V. recently.

Teresa Bartholomew, a sprightly 85 year old, is typical of those who come to the Adult Activities. 'I have never missed an outing', she promptly declares, as she pushes her shopping trolly up the winding ramp.

The elderly especially come to share with the staff, their problems regarding their neighbourhood and developers. Some feel more capable of creating their own future after they have discussed matters with others in the community.

Many of those researching their family history have gained enough self-confidence, that they are publishing their family histories. The informed elite who are active in the community and take more than a passing interest in local activities, have been inspired to start a petition or deputation after examining a display or taking part in a historical walk.

A number of the adult learners come from other suburbs to borrow resources and to take part in the activities offered, especially during Heritage Week every April.

B. Outcomes cont.

2. The library receives frequent referrals and requests from other libraries and individuals in the wider community.

Over the years, visitors from interstate and overseas have visited Carringbush.

C. Inputs

1. Participants

As mentioned earlier, Carringbush Library serves the people of 2 inner city suburbs, whose people are a microcosm of the ethnic melange of Melbourne.

The successive ways of migration are reflected in the cultural life of the area. Irish, Italian, Greek, Yugoslav, Turkish, Spanish, Vietnamese and Ethnic Chinese have all come to these communities.

The gentrification process which has overlaid this fabric is evident in the perceptible changes to the exterior of houses sitting cheek by jowel alongside the factories and freeways and State Electricity Commission lines and the River Yarra.

The change in social and cultural composition is mirrored in the changing make-up of the library users.

2. Staff

The felt quality of a place is never fully revealed by discussing the physical environment or the way the people move in them. Perhaps the feature which contributes the most to the quality of the library learning experience is the staff. Their compassion, tolerance and adaptability, as well as their ability to personalise service, accepting people as they are, enhances the interaction that take place and people's attitude towards the library. Many people ostensively come to borrow resources but if one looks below the surface, many are seeking a listening ear.

The staff also volunteer considerable time out of hours to attend meetings and community festivals.

The staff may not recognize that they are learning facilitators; they are in fact, building birdges between people and encouraging them to explore their personal and community resources, as well as contributing to the spirit of the place. Likewise most resource people that facilitate learning experiences, such as historical walks and seminars and historical reenactments, would not see themselves as adult educators. Most of them are intuitively adept at sharing their understanding with others as well as drawing experiences out of people so that it can be shared with other learners. In the kaleidoscope of experiences organised by the library, the learning/teaching role is often one a mutual exchange.

3. Finances

Over the years both Councils of Collingwood and Richmond generously supported the library and its services both in money and kind. The financial contribution per head of population is well above the average. in the state of Victoria

C. Inputs cont.

3. This is most significant considering the plethora of demands in this heterogeneous community.

The faith that the town clerk has in the library is reflected in his desire to establish a local records centre in the basement of the library. Considerable staff, council time and funds have been spent organising the council records that date back to 1857 and establishing the appropriate housing.

Over the years the library has obtained grants from a variety of sources open to any public library. These include library innovation grants to produce a multi volume audio kit for English as a second language called OZWORDS.

The Community Arts Council of Australia, Victorian Arts Council, Ethnic Affairs, have funded many projects and activities over the years. The co-ordinator of the Inner South Eastern Region Literary co-ordinator for TAFE(Technical and Further Education) is based at Carringbush. In recent years the library has received funding for a variety of projects such as the Richmond Heritage Project and under the Commonwealth Employment Scheme.

4. Facilities

Carringbush Library provides a blend of venue, resources and services.

Built on the site of the old Globe Theatre a traditional meeting place for the community, the ritual continues in the library. The historic revamped Church of Christ tabernacle now houses the Collingwood branch, the historical archives being located in ~~the~~ its choir loft.

A ramp at the Richmond branch had made access easy for the elderly and physically handicapped. There are few recreational/meeting places in both suburbs and the meeting rooms and theatrette are hired out to a wide range of local and wider community groups. Frequent users of the rooms include Community Aid Abroad, Neighbourhood house dance groups, Milparinka School for the intellectually impaired adults. The darkroom facilities attract many budding photographers.

Amongst the horse chaff boxes at the old council stables, adults can learn techniques in a variety of crafts and arts. The infant welfare centre in the basement of the building attracts young mothers to the library resources.

Equipment

A wide variety of audio visual equipment is available for public hire; video cameras, micro-computers, typewriters, film projectors. Many groups use the service of the Carringbush Press as well as laminating, binding and copying service.

The library bus is available for hire to community groups throughout the week.

Apart from the wide variety of books in community languages that the staff have 'fun' shelving, the public can borrow maps, art prints, posters, videos, compact discs and cassettes, slides.

The national Women's Art Register is housed at the library and is used by artists throughout Australia.

C. Inputs cont.

4. The library has produced a range of publications especially of an historic nature, guided walks, books, pamphlets, guides to the collections, photographs, postcards.

5. Other

The computerised systems at the library have freed the staff from the more routine tasks to concentrate on working with the users. The community sees the library as an informal switchboard along with the notice board inside the doors. Good rapport has been established with other groups and organisations in the wider community, for example, an historic film about Collingwood entitled Boots and Beer was made with the assistance of an educational unit.

Carringbush library serves a community which is rich in historical and environmental resources upon which to draw.

The community has responded positively to the extended opening hours. In fact many adults come across the river to take advantage of the liberal borrowing regulations.

D. Evaluation

The symbol of Carringbush, somewhat mysterious, represents the Tree of Knowledge/Understanding amongst the houses and factories of Collingwood and Richmond.

The library service over the years has adapted to the changing needs of the community as well as encouraging people to be more than passive consumers.

Carringbush's establishment was facilitated by several active and community conscious councils who saw that a library/community centre could help ordinary people break out of the ruts they were in. They continued to champion its cause in the early years. Paradoxically, because the service could be started from a virtually clean slate, the community had few preconceived notions of what a library's limitations ought to be.

The catalyst for the birth of the library was the founding director, Peter Stansfield, whose visionary thought on the possible learning experiences of people in a library environment cut across many of the traditional aspects of library service. The present director is also supportive of the concept of the learning community and encourages the unification of creative and imaginative learning experiences.

Some of the activities such as English classes, have been absorbed by other organisations, as it was seen more appropriate to rationalise services as well as channelling learners into classes commensurate with their ability, rather than a range of abilities in the single class at the library.

D. **Evaluation** cont.

The library no longer organises formal classes in a range of subjects as it is felt that other organisations can do this more effectively.

The staff continue to explore more effective ways of helping people learn independently.

E. **Influences**

2. Negative

By far the most serious threat to the library service comes from the Victorian government's announcement to cut $2 million from its contribution to libraries in 1977/78, as well as a similar cut the following year. The announced cut will seriously reduce the service that Carringbush can provide. Although the Minister for Arts appointed a committee to examine public library funding, he announced the cut before they met.

(see Newspaper cutting)

E. Influences cont.

2. Negative cont.

Another factor which certainly has jeopardised the service is the exceptional increase in the price of books over the last 6 years.

Carringbush is more than a library. It is a community centre providing a multiplicity of services, a long tradition of technology and expanded opening hours and ease of use and access. The learning experiences and resources are relevant to all ages and socio-economic groups. It has played an important role in community learning, raising a profile on social issues and contributing to debate about concerns on a local level such as the proposed power lines down the Yarra Valley on the borders of Collingwood and Richmond. However, it is not possible to claim that the acquisition of knowledge will guarantee a change in behaviour patterns.

Perhaps the philosophy of service using public resources and learning experiences as a way to supporting, communicating and learning with people can help in some way to keep the community happy and more self reliant and less liable to problems.

It is not altogether surprising that the community, loyal to its fellow residents, appreciates the value of the service and is rallying to the support of its learning resource. In the inner city life Carringbush provides an anchor in the existential uncertainty of change. Along with the restored bell of the Town Hall and that of St. Ignatius Church, the Clock Tower of Dimmey's and the Football Club and the smell of the meltings factory down by the River Yarra, the bush is woven into the community's way of life.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: John Brady
Phone No: 067 73-2480

Organisation: Department of Continuing Education

Street Address: University of New England

City or Town: Armidale.
State: N.S.W. 2351.

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Refresher Education for Company Directors

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Edudcation Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

E. Professional - Other Education

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

University.

6. Basic characteristics of service area:

A. 7,600,000 sq. klm. - National - Australia (geographic size such as square miles or kilometres).

B. 16 1/2 M. population (number of people living in area).

C. N/A urban/rural (density of population).

QR/1

CASE STUDY. Professional/Other.

CASE DESCRIPTION. Refresher Education For Company Directors.

Introduction.

The Company Directors' Association of Australia was founded in Sydney in 1967 and now has approximately 2700 members of whom about two-thirds are chairpersons, managing directors or chief executives; most of the remainder are other executive directors.

A course for company directors was launched in the late seventies and in the early eighties the University of New England became involved. The University through the Department of Continuing Education is now in control of the curriculum and of the standards to be achieved by the participants in the course.

A. **Process**.

1. Methods of Teaching. The course consists of a series of 26 study guides each with a questionnaire attached. It is taught in three modes, correspondence, syndicate or residential.

The correspondence course lasts over a maximum of two years and a participant may commence at any time in the year. A participant enrols and is immediately sent the first four study guides; as soon as he or she has completed the first guide the questionnaire is completed and returned to the

2R/2

University for marking. The marked questionnaire is then returned to the participant together with the next set of study guides. The procedure continues until all 26 study guides have been successfully completed. The participant is then entitled to a "Certificate of Completion" or if they wish they may sit an examination whose successful completion will result in the award of a "Company Director's Diploma".

The course can also be taken using the syndicate method which is a series of evening lectures usually of three hours duration combined with home study.

The third method is the totally residential course held over ten days at the University of New England.

2. Programme Planning. It was recognised at an early stage that company directors needed to be sufficiently knowledgeable of various aspects of company law, commercial law, the role of Directors, corporation planning, industrial relations and accounting at a sufficiently high level to give the Director competence in the boardroom. The course attempted to answer these requirements by covering these topics in the Study Guides.

Each of the Study Guides has been written by an authority in that particular field. These authors have been drawn from the academic, professional and practical work areas.

3. Programme Improvement. There has been constant evaluation of the guides since the inception of the

course. The very nature of the majority of the topics makes obsolescence a constant concern. Many of the Study Guides are involved with parliamentary decisions and legislation and must therefore be constantly updated. In addition each syndicate and residential course is evaluated and changes, when they are considered to be of value, are quickly incorporated into the Study Guides or teaching methods.

Authors are advised of necessary changes and asked to bring Guides up-to-date. They are also advised of any flaws or ambiguities in their writings. Teaching staff are evaluated by the participants and are later advised of the results. Occasionally teaching staff are considered inadequate and are changed; at other times they are counselled so that their presentation methods can be improved to take into account the different needs for this type (company directors) of group.

4. Encouraging Participation. Regular advertisements are placed in the national media usually on two consecutive Wednesdays. The enquiry rate from these advertisements averages 200 giving an annual response in the vicinity of 2000. Respondents are then sent a package of information about the course including enrolment forms.

In addition to this the Company Directors Association has, in each state, an individual whose responsibility it is to follow up initial enquiries usually with a telephone call.

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All enquiries are entered on a master list and sorted into states for follow up on non enrolees.

The other principle means of encouraging participation is by regular articles in the various publications of the Association and by encouragement within the state chapters of the Company Directors' Association.

B. Outcomes.

1. Programme goals. As mentioned in A2 above there are a variety of areas in which company directors need to be able to show competence. It is impracticable and unprofessional to rely on advisers at all times; indeed many directors claim to have suffered personal damage by relying on the advice of others. There is also the difficulty that not knowing one's job means not knowing when and whom to consult. The aim of the course is to overcome these potential shortcomings and to give the director confidence to act efficiently and prudently on behalf of a company and with personal safety to oneself.

It is not the aim to make the director expert in the field of accounting, commercial law or other such areas but to give the director sufficient competence to enable him or her to know when to turn for professional advice and to be able to make a rational judgement on that advice.

The course is also aimed at professionals such as auditors, lawyers and merchant bankers to enhance the quality of advice they give to their clients. In addition the course sets out to offer an excellent qualification for younger men and women joining companies at these executive levels.

2. Programme Benefits. Evaluation at the end of all the residential and syndicate courses apart from suggesting minor improvements brings a constant flow of positive responses. Many participants in the course have remarked on the benefits they have received often expressing regret that they have not attempted the course earlier. This last comment has been especially applicable to those who have their own businesses. There is a high degree of satisfaction evident among those who complete the correspondence course and many new individual enrolments as result of learning about the course from satisfied past participants.

The general impression given is of a high degree of satisfaction both with the content of the course and the way it is conducted. There is also a general appreciation of the benefits that are received by the learners which is highlighted by the increasing enrolments and the relatively few changes (apart from annual updating) that need to be made.

C. Inputs.

1. Participants. The course is conducted by the University in association with the Company Directors Association and one of the requirements is that all members of the course join the Association. However, in order to open the course out to a wider audience it

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is possible for a person who does not satisfy the membership requirements for ordinary or fellow grade membership to be admitted as an affiliate member.

Participants are drawn from Australia and overseas. In 1986 enrolments were received from Hong Kong, Indonesia, United Kingdom, and Singapore although these were usually, but not in every case, expatriate Australians.

The enrolments from Australia in 1986 could be broken down as follows N.S.W. 51%, W.A. 23%, Qld. 13%, Vic 11%, the remainder 2%. It is anticipated that the proportion covered by Victoria and South Australia will be considerably increased in the next few years.

2. Staff. The original 26 study guides were written by various authors each acknowledged authorities in their field. Since that time various re-writes and updates have taken place and in some cases topics have been dropped and others substituted. These changes have often required new authors.

In the correspondence course students are required to return a completed questionnaire which is included at the end of each Study Guide. This questionnaire is marked by a part-time academic who is employed specifically to mark the questionnaires and is paid an hourly rate from the income derived from course participants.

The syndicate and residential courses both involve face-to-face teaching and wherever possible the authors of the Study Guides have been employed to

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lecture on their own topics. However this is not always possible and particularly in other states than New South Wales alternative lecturers must be found. These are usually drawn from academic institutions or a profession and are paid from fees charged to the participants.

3. Finances. The Company Directors Course is totally self-financing, all expenses are covered by fees.

The course is relatively expensive as there are quite high costs associated with regular advertising in the national press and capital city newspapers. Payments are made to authors of Study Guides and as mentioned previously to the part-time academic who marks the questionnaires and the examination papers. Each year payment to authors for updating and to lecturers of the syndicate and in residential courses total in excess of $7,500. There is also the cost of stationery, telephone calls, travel and the hard cover binders which contain the study guides Other costs cover general administration and casual assistance.

The correspondence course is the least expensive mode of study as there are no lecture; costs while the syndicate course not only has to cover lecturers costs but also the hire of venues in the various cities in which it is held. The residential course which is only conducted at the University of New England is the most expensive as in this case the cost of food and accommodation has to be included.

4. Facilities. All the equipment for the correspondence course is paid for from fees. This

2R/8

includes administrative support by the University, the production of high quality binders and the printing of the Study Guides.

The Syndicate courses operate under slightly different circumstances in each location but typically a venue with the usual audio-visual facilities and a well appointed lecture theatre are provided.

The residential course at the University of New England makes use of a University lecture room and one of the residential colleges for accommodation and meals. All the courses are administered by the Department of Continuing Education.

D. Evaluation. Typically a one hour session is set aside at the end of residential courses to go over the written evaluation sheets which have been completed on a daily basis. This session not only covers the written information but also elicits many verbal comments all of which are used not only to improve the lectures but also the quality of the Study Guides.

Evaluation of the syndicate course follows a similar pattern with students being requested to complete an evaluation sheet at the end of each evening covering points such as the lecturers presentation, subject knowledge and value to the individual. In addition participants are asked to comment on the Study Guide.

On the final evening a verbal evaluation session takes place with additional information elicited on the lecture facilities and administration.

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The correspondence course is not formally evaluated except in so far as participants are encouraged to write a report at the end of their course.

E. Influences.

1. Positive. It is now generally accepted in the majority of professions that refresher education is essential to counteract the rapid rate of obsolescence. The area of knowledge needed to be covered by company directors is vast so that no individual can hope to be expert in all areas. Company Directors must therefore have some competence in these fields and be able to know when and whom to consult for further information.

The Company Directors Association of Australia recognised these problems and in association with the University of New England initiated the course to help to overcome these difficulties.

It is this attitude of the Association which has been a most positive influence in the success of the course. The Association publishes and circulates regular articles to its members constantly warning them of the dangers of professional obsolescence and exhorting them to consider enrolling in the course.

Additionally in each state the Association has a Membership Development Officer, who as a part of his/her duties, is entrusted with the task of following up enquiries. The normal procedure is that promotional material is sent to every person who makes an enquiry. If, at a later stage, there has been

2R/10

no further contact the Membership Development Officer telephones the enquirer and attempts to persuade them to join the association and take the course. This method of course recruitment has proved to be very successful.

2. Negative. The principal problem facing the correspondence course is the need to rely on the normal postal service for regular communication concerning the Study Guides and the Questionnaires. This has, at times, resulted in considerable delays in servicing the participants but is an inevitable consequence of the course mode. Another problem is the on-going necessity to up-date the Study Guides. Subjects that are covered are topical and constantly being changed by legislation. This necessitates authors being available for re-writing which in turn, requires the up-dated Guides being reprinted and advice sent to past and present students about the new editions. Those students who respond are then mailed the new guides.

F. Other. The programme now appears to be well established and is quite obviously filling a need amongst Company Directors and people in similar managerial positions. During the last few years there has been a rapid growth in enrolments together with increased awareness of the Course. There appears to be no reason for any diminution in this trend.

WORLD PERSPECTIVES ON ADULT EDUCATION.

1. Case Description prepared by Ned Iceton (w) (067)733.088
(h) " 723.523

Original Launching
Organization: Dept. of Continuing Education, Univ. of New
England, ARMIDALE, NSW, Australia 2351
Present Organization: SOCIAL DEVELOPERS' NETWORK (SDN)
C/- 1/2 Schultz Avenue, ARMIDALE, NSW, 2350.

2. This is *a currently functioning program.*

3. TITLE: The Social Developers' Network

4. Type of Program

E/I/J/K/L..ie.,

(1) professional training for social developers, whether volunteer citizens or in paid employment ;
(2) family education for all;
(3) citizen-role education for all; and
(4) the social development of underserviced populations of all kinds.
(5) Leisure as such is not a central concern but is given its appropriate place within a balanced, healthy life-style, so as to sustain our species in good mental and general health through the traumas we think are ahead.

5. Type of Organization Fostering the Program

The program began from an initiative within the Department of Continuing Education in 1975, in response to a need to train citizens and their professional colleagues in the field of community or social development. The additional plan--to use the workshops as practicum training for students in a special strand in the new (1976) Diploma in Continuing Education--collapsed when that strand was rejected by the Education Faculty. Nevertheless the 1975 series of workshops showed the value of the concept, and the building of an autonomous network was already under way.

After 1976 the workshops grew into a network of experienced participants who now ran their own programs using the format developed in the first two years.
From 1977 onwards my involvement continued on an informal basis, in association with the social worker colleague with whom I originated the concept. At that time my colleagues neither in Continuing Education nor in the Faculty regarded Social Development as important in the development of the field of adult education.
Thus the regular workshops held over the last ten years have been self-funding and under participatory rules of design and control.

6. Service Area

A. Potentially the whole of Australia. Members at present live in all states and territories except Western Australia and Tasmania. There are lapsed members even in those states.
B. The population of Australia is currently about sixteen million.
C. SDN membership is drawn from both rural and urban areas.

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25/1

A. PROCESS.

1. Methods of Teaching and Learning.

(a) The main method is the *Social Developers' Workshop*. This is usually a residential event, run on participatory lines, using rules that have evolved by consensus decision over the years. The main formal expression of these special cultural rules is the *Workshop Contract*, an evolving set of twelve or so items, which are renegotiated at each workshop.

Within the larger, basic method of the SDN Workshop are a range of sub-methods which are chosen by the workshop members as the need arises. Some of these have been developed within the SDN only, while others have been developed elsewhere and are used in eclectic fashion.

The overall *style* of operation can be described in the language of Transactional Analysis as 'Adult-Adult'. Within that, there is an SDN method called *Life Script Analysis and Re-write*.

This is supplemented by methods drawn from Psychosynthesis, Neuro-Linguistic Programming, Rudolf Steiner, or any source judged compatible.

We commonly use a mixture of plenary and small-group *formats*, focussing on all *content* aspects that are of concern to social developers. For example, there are presentations of 'macro' issues in social development, followed by questions and discussion. There are presentations of personal strategy dilemmas, again followed by discussion. In other sessions we may help a person learn new personality skills and thus avoid failing in a particular task. In small-group sessions we practice *creative listening* to receive members' ideas on the various

25/2

themes that concern social developers--such as equality for women, the preservation of the Earth's biosphere, or the interpersonal and social-system values we feel must be adopted if humanity is to have a future.

(b) A subsidiary method is the *Social Developers' Network Newsletter*, which appears approximately quarterly and contains personal news, correspondence, event notices, book reviews, original articles, and cartoons.

(c) *Study Tours* are also a possible method. In 1978 we visited a range of community projects in China and compared their ideas about the 'social development' concept with our own.

2. Program Planning.

Needs assessment is done by the participants themselves, collectively. Context analysis is done collectively also. The content and process of any workshop is thus determined by the learners. It consists of presentations by each person, prepared partly in advance and also evolving *from what emerges from the dialogue.* ('Emergent Curriculum'). Our routine housekeeping arrangements can be seen as an important part of the *affective and conative* curriculum. The 'setting up' housekeeping arrangements are made by one or more volunteers, usually by agreement at the conclusion of the previous workshop, and at other times on the initiative and willingness of some activist member, who recruits others to help with the task. Later, the housekeeping arrangements are taken over by a roster of volunteers who do the shopping, meal preparation, and cleaning up, as required.

3. Program Evaluation and Improvement.

This is done at intervals throughout a workshop, and always when any crisis arises, as well as at the conclusion. *It is a whole-group activity.* On some occasions the task of monitoring the ongoing process is given *in addition* to one or more members, who then make useful plenary input about our process.

4. Encouraging Participation and Counselling.

This is a task given to every member. Individual members find other potential members on a personal or word-of-mouth basis and will show them the *Brochure* and *Manifesto*, and perhaps some of the previous issues of the *Newsletter*. Finally they may bring them along to experience what a workshop is like. Counselling support is inbuilt in the normal workshop process.

B. OUTCOMES.

1 . Program Goals and Intended Outcomes.

The basic aims of members are set out in the SDN *Manifesto*, an 8-page document. Briefly the aims are personal, group, and social development, embodying a participatory and ecological model of reality. These goals were chosen by the members, who are drawn from all sectors of society and who participate as self-starting citizens. *We do not accept members who are drafted by their employing organization*, although some come to our workshops under official aegis. Beyond personal development, our aim is to foster a stable yet evolutionary dynamism in society, in our organizations, or in sub-sectors of them. We want society to evolve in ways that will enable humanity to survive, collectively, and at the same time allow individuals their optimal self-actualization. In this context our aim is to maintain the existing system as long as possible while society develops its successor: that is, we believe that a collapse will be much more traumatic than mere transition, and thus a collapse should be avoided.

2. Evidence of actual program benefits to learners.

The Manifesto sets out some achievements by members. Now in our twelfth year, the ongoing participation by members attests to the value that members feel they gain. One can also point to the personal development evidenced by the progression of one social developer from a role as a housewife involved as a volunteer member of a church guild, to taking a paid job as the secretary to a Regional Planner during the Australian Assistance Plan, to paid involvement in Child Care, to becoming President of the Council of Social Service in one of the states.

C. INPUTS.

1. Numbers and Characteristics of Participants.

There tend to be about 70 active members across Australia at any given time. There has been a throughput of persons over the twelve years, totalling perhaps 350. People drop out when their life situation for the time being precludes their activism: they may be over-involved with mainstream career issues, or with marriage and the rearing of young children, or with a marriage break-up; or they may find a specific cause to which they decide to devote all their energies.

There is a core of about twenty persons who have remained active more or less continuously throughout the 12 years, whose generic interest is in *social development as a process*, as distinct from the *outcomes* achieved by any particular social initiative.

Members are drawn from all strata and conditions of society, *potentially*. In practice they are drawn from a very wide range, which is nevertheless far from exhaustive. At this point we have people from the *health field*, such as education, drug & alcohol rehabilitation, pathology, general practice; *housewives/mothers;* from *education*: eg., librarian, teacher, secretary, lecturer; from *welfare*: eg., volunteer, community worker, social worker, social planner, child care worker, counsellor; from *churches* : eg., minister, administrator, educator, lay brother; plus categories such as economist, law graduate, artist, farmer, computer programmer, local government councillor, public servant. Our ages range from children to teenagers to octogenarians.

2. Staff.

Our teachers, discussion leaders and co-ordinators in all cases are drawn from among the membership. We are a participatory, co-evolutionary, co-learning network who believe in learning *through practice* how to make our values operational.

3. Finance.

We depend primarily on in-kind support, and pay our way on an individual, share-cost basis. We receive no outside funds, in general.

Travel costs have been a fairly major impediment for some people, since social developers rarely have big salaries. At the January '87 workshop for the first time we equalised these costs among participants: those of us living locally or within a short distance agreed to pay part of the cost for those coming long distances.

From an original donation and ongoing subscriptions we now have several thousand dollars placed in 'ethical investment'. The income from this is used to finance various activities that we see as socially developmental.

4. Facilities, Equipment, Materials.

We tend to use members' own equipment, eg., typewriters, or equipment, such as photocopiers, to which members can obtain 'at cost' access. Basically the network needs little in a material sense, and relies almost totally on volunteer labour.

5. Intellectual Inputs.

Members regularly put together method-summaries, check-lists, book reviews, etc., which are then used in workshops or published in the Newsletter.

D. EVOLUTION.

The Social Developers' Network grew out of the workshops for 'Social Development Practitioners' launched during 1975. 'Series I' comprised three 8-day residential workshops, run in March, July and November that year. 'Series II' ran in July and December. Both series were run in the vicinity of Newcastle, New South Wales, in vacant nursing staff accommodation at two hospitals there.

In 1976 the participants in Series I and II indicated that they wished to run more workshops, but nearer to where they lived. Thus began the pattern of workshops in regional locations: the Sydney-Canberra area; in Victoria; and near Newcastle. Later ones were held in Tasmania and in Cairns in North Queensland.

By 1979 the first 'planning workshop' for a routine, annual, national workshop was held in Armidale, New South Wales. An *Annual National Workshop* of six to seven days' duration, which includes the *Annual General Meeting*, has been held every January since. These are open to all members from all states, and have all been held in Armidale, except for the years '85 and '86, when we rented a ski lodge at Jindabyne in the Snowy Mountains.

Our Armidale venue is the University of New England's student flats. We customarily rent four apartments. These provide single study-bedrooms, plus communal kitchens, bathrooms, laundries, and plenary and group meeting rooms.

All work is shared by members on a voluntary basis, including catering, shopping and cleaning. Living costs are also shared.

This is the general pattern for most Social Developers' workshops, wherever they are held. (Occasionally, where institutional dining rooms are available at moderate rates, we may make use of a meals service.)

The MAJOR INFLUENCES on the development of the SDN have been:

1. INTERNAL to SDN.

The *methodology* has evolved over the years, out of the felt needs of members, and our *reflection on our experience*. Much has depended on the role played by 'key' members at any given time.

Key members are those who have the confidence and the personality skills to launch local workshops in their own area, mobilizing members to form a local group. When a key member in an area gets into personal difficulty eg.,in their career or marriage - then sometimes no other local member feels able to take the intitiative for launching ongoing local activity.

2. EXTERNAL to SDN.

. In many cases members have difficulty getting the mainstream to recognize their social development work as the work it is. Usually they can manage to come to the annual national workshop in January, but they may be unable to attend events at other times. It is commonly difficult for mainstream administrators to grasp the generic relevance of our SDN training to the day-to-day work of members in *whatever* organizational role they play.

On the other hand some proportion of members do attend events in official working time. In general, many senior administrators predictably have a value system and personality skills different from what we envisage are required in a 'socially developmental' society. It is therefore understandable that we should encounter certain difficulties, no matter how responsible, constructive and gradualist our goals may be.

As Marilyn Ferguson* and Alvin Toffler* have pointed out, the members of 'The Aquarian Conspiracy', world wide, tend to be gaining strength as each year goes by. After all, we are consciously and specifically promoting societal adaptation to the reality *now* and to the emergent future. We in the SDN are an Australian example. As J.K. Galbraith has said, social change does not take place unless and until the objective social circumstances require some kind of change. Thus it is always actually 'the relentless march of (objective) circumstance' that finally undermines the conventional wisdom.

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* Marilyn Ferguson, *The Aquarian Conspiracy*,1982, Paladin, and Alvin Toffler, *Previews and Premises*,1983, 1984, PAN, London.

E. INFLUENCES.

1. Positive and negative influences have been largely dealt with above, under Evolution. In a way somewhat akin to the Marxists earlier - whose ideas we consider no longer engage with the reality now - we believe that the 'relentless march of circumstance' *is moving our industrial civilization towards its closing stages.*

We aim, therefore, to offer a possible way out of the coming downturn, by showing how our species can draw upon and foster our evolving human social creativity. We aim to help society go where our collective human experience and our evolving thinking will lead us, and to do this in a participatory way, as our general principle of operation. We hope by this means to establish 'islands' of constructive social action to which citizens can cling as the traditional social landmarks are inexorably swept away.

2. We see the kind of learning we promote as centrally important to contemporary society, but find that it falls between various stools and sits officially on none. 'Education' tends to focus only on cognitive aspects of *content*, in relation to *individuals*, ignoring affective and conative learnings, process

learnings, group learning and adaptive cultural phenomena generally. On the other hand 'Welfare' or 'Social Work' tend not to focus on learning at all. They, also, focus largely on individuals; and on people who've already 'failed' in some way. Yet no other professions come as close as Education and Social Work to what the SDN is concerned with.

Our movement for social development is affected, like everything else, by economic circumstances. Difficult times like the present tend to polarize society into 'backwardists' and 'forwardists', and the SDN's members tend to favour the latter, across all political persuasions. Under the influence of our present obsolete cultural value system, difficult times tend unfortunately to bring conflicts to the surface where they often generate heat rather than light. Under these circumstances, creative, adaptive behaviours *that may be an answer, even though they require risk-taking,* tend to find less favour than at other times. This happens *even when it is clear that 'more of the same' will not serve..*

So the end effect is that social developers in paid employment are suffering relatively greater economic insecurity at present.

Clearly, vastly more rapid societal re-orientation to the emerging realities could be achieved if all citizens with social developer insights and skills were in a position to work full-time in this field. The proportion at present is perhaps less than 5%. If society's present top decision-makers could be persuaded to go further and instal the *new institutional structure* that society requires for routinely achieving optimal adaptation to the changing realities, then of course progress would be more satisfactory still.

F. OTHER.

****

J Rooth

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: DR. J.A. McDONELL Phone No.: (03) 565 4716

Organisation: CENTRE FOR CONTINUING EDUCATION

Street Address MONASH UNIVERSITY

City or Town CLAYTON, 3168 State: VIC.

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

THE WELCARE PROGRAM

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

PROFESSIONAL, OTHER

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

UNIVERSITY

6. Basic characteristics of service area:

A. State capital city, approx. 1,500 sq. km. geographic size (such as square miles or kilometres)

B. 3 million population (number of people living in area).

C. Urban urban/rural (density of population)

CASE DESCRIPTION

THE "WELCARE" PROGRAM OF THE CENTRE FOR CONTINUING EDUCATION, MONASH UNIVERSITY

This program is designed to bring together professionals working in the field of welfare and health care - typically, welfare workers, doctors, nurses, lawyers, school teachers, police officers, community health workers, etc. - to discuss current issues in which they have mutual interests. The program is deliberately issues-based and cross-disciplinary, in contrast to most programs in continuing professional education which are concerned with skills-development for members of a single profession.

A. Process

1. The dominant method of teaching and learning is through face-to-face contact between participants and contributors. For this mix of professions, whose members tend to work under considerable stress from both their organisations and their clients, it is difficult to attract significant numbers of participants to come together for periods in excess of one day. Hence this program consists, in the main, of seminars which either extend over a single working day or which run from 4 p.m. to 10 p.m. In either case, interaction between participants during a meal is seen as a significant contribution to the learning process. For each seminar, a number of contributors (usually, about six) is recruited from a range of relevant professions.

2. The initiation of each activity in this program relies on the expertise of a single program co-ordinator who has developed a widespread network of contacts in the range of professions concerned. That co-ordinator's perception that a particular subject or issue may be topical and provide the basis for a seminar is tested by the process of consultation with relevant professionals in a large network of contacts. In other words, needs analysis is

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2. Cont'd.

undertaken by assessing the reactions of selected practitioners (members of the target audience) from a variety of different welfare and health care agencies and government departments.

If the reactions from these preliminary consultations are favourable, the next step is to recruit a group of the same people as a planning committee. The approach (somewhat over-simplified) is, "You agreed that this is a good idea; would you now help us plan an activity around it?" A series of meetings of this committee is now organised, to advise the co-ordinator on program details - in particular, on the "politics" of the various viewpoints which should be represented - and on the persons who should be invited to be contributors.

3. Program improvement is seldom a main issue in this field. Since each activity is directed towards a topical issue, the opportunities for its repetition are limited. Nevertheless, there is value in evaluating the process and the quality of the inputs on each occasion; there may be an opportunity for a repeat, or the same speakers may be under consideration as contributors to future activities. Two processes of evaluation are generally used. One is a simple questionnaire which the participants are invited (voluntarily) to complete and leave at the end of the activity. The other is the contacting of a random sample of participants, by telephone, within a few days of the event. Often, both methods are used to give complementary information.

4. Encouraging participation is largely seen as a marketing process. Given the nature of the planning process and the reputation which this program has established over a number of years, it is a rarity for any difficulty in attracting a significant number of participants to be experienced. Attendances

..3/..

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4. Cont'd.

at each seminar are usually in the range 60 to 150, with the limitation being either that imposed by the capacity of the venue or that imposed by the format recommended by the planning committee. Each activity is promoted principally through a direct mailing list of about 1,200 addresses, built up over a period of years and regularly reviewed.

B. Outcomes

1. The main program goal is regularly described, both explicitly and implicitly, as the promotion of interaction between members of a range of professions, in the interests of cross-fertilisation of ideas and helping participants to extend their own personal networks of contacts. Naturally, the aim of extending each individual's knowledge base is always present.

The ultimate objective is to assist, even if only in small ways, improving the quality of health and welfare services to the community. There is no liklihood of a university being effective through targetting an adult education program to the vast number of individual adults who use such services. What we can do is to provide support and back-up, through a program such as this, for those professionals and community workers who are, in any case, the obvious first contacts for people needing assistance of these kinds.

2. Because of the nature of these objectives, direct evidence of program benefits is seldom obvious. Strong indirect evidence of benefit, however, comes from the continuous high level of support for the program. Its reputation is such that almost every advertised activity fills rapidly.

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C. Inputs

1. Participants come from a wide range of professional fields - medicine, law, social work, education, police, etc. There is also a high level of attendance from various community centres.

2. Speakers and discussion leaders are recruited on the advice of planning committees. By and large, they recommend experienced practitioners in the fields concerned. University staff members are very much in the minority among these contributors.

3. The salary of the program co-ordinator responsible for this program is met from the Centre's budget allocation from the university. All other costs are met by the Centre from its earnings. Such costs include those of secretarial and clerical support staff as well as the direct costs of the activities themselves. The "market" in this field will not support a fee level high enough to meet all these costs; therefore the Centre, in effect, subsidises this program from its earnings from other activities.

4. Facilities and equipment used are, in general, those of the university and the charges for these are part of the direct costs of the program.

D. Evaluation

The program evolved a few years after the establishment of this Centre which, in its early years, was taking up suggestions from a wide range of quarters as to the fields in which it could most usefully operate. It became clear that this was a field in which there was a strong need for someone to provide a kind of "neutral territory" in which people from different professions and agencies could interact. A university, which has no vested interest in the outcomes of these, sometimes contentious, issues, can provide such a forum. Hence it was decided to concentrate on a program of this kind.

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D. Evaluation: Cont'd.

There has been no hindrance to the evolution of the program as such. There are often difficulties in the design of individual activities, particularly in issues where some agencies or professions have strong "territorial" interests, but these do not affect the viability of the overall program.

E. Influences

1. Positive influences towards program success are the skill and personality of the program co-ordinator and the goodwill towards the program which exists, particularly in her network of contacts.

2. Negative influences are

- Difficulties, sometimes, of securing suitable venues in the university well in advance - academic requirements sometimes have priority. There is a similar problem, on occasions, of access to university services.

- More serious is the financial problem of "fee undercutting" by other agencies which are entering the same market. Many of these do not run extensive programs but will offer, occasionally, a single activity on a topic related to one in our program. They are often funded in such a way as to be able to absorb a much higher proportion of costs and hence to charge lower fees.

  This problem is compounded by the state of the national economy in which government expenditures are being decreased. Agencies in the health and welfare fields are not getting the finance they need to meet increasing demands on their services. As a result, budget allocations for training are, in some cases, being significantly reduced.

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: DR. D. BRYDEN
Phone No.: 02 2742122

Organisation: THE POST-GRADUATE FOUNDATION IN VETERINARY SCIENCE

Street Address 280 Pitt Street, Sydney. 2000.

City or Town SYDNEY
State: N.S.W.

Nation: AUSTRALIA

2. Was this case based on:

(X) a recently functioning programme

( ) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:
Post Graduate Refresher Course for Veterinarians in 'Orthopaedics - Dogs & Cats'

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

Professional-Technical Education

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

University

6. Basic characteristics of service area:

A. ________ geographic size (such as square miles or kilometres)

B. ________ population (number of people living in area).

C. ________ urban/rural (density of population)

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THE UNIVERSITY OF SYDNEY

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280 PITT STREET
SYDNEY 2000
POSTAL ADDRESS:
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THE POST-GRADUATE FOUNDATION IN VETERINARY SCIENCE

THE POST-GRADUATE COMMITTEE IN VETERINARY SCIENCE

CASE DESCRIPTION

Post Graduate Refresher Course for veterinarians in 'Orthopaedics - Dogs & Cats' 19-23 May 1986.

A Process

1 This course involved 30 lecture sessions of 1 hour each extending from Monday to Friday. These lectures were supplemented with audio visual aids, overhead projection, Kodachrome projection and video projection.

Four workshop sessions were conducted immediately after the lecture course. During these workshops, participating veterinarians were able to do practice operations on prepared bones using all the internal and external fixation procedures demonstrated and discussed during the week.

2 Program planning for this course began more than two years before the course was held. A need is felt within the profession for a particular area of veterinary medicine or surgery to be covered with a refresher course and a group of specialist veterinarians in that field in Australia are asked to draw up a draft program. A leading overseas authority is then selected, giving consideration to his standing, his ability to write and speak well, and his capacity to grip and hold an audience during the week long refresher course. This speaker is then approached to invite him to lead the course and the program presented to him for final adjustment. Having selected 15-20 of the 30 lectures to be given, the visiting speaker is then supported by Australians skilled in that area of activity and a final program put to the Post Graduate Committee and the Senate of the University for their approval.

3 Program improvement. As each of the speakers tackles the task which they have agreed to undertake, subtle changes in the program occur to them which are discussed with the Director and changes made accordingly. Frequently additional speakers or writers are commissioned to fill gaps in the program which are noticed after the main preparatory work is initiated.

4 Encouraging participation. Each individual veterinarian in Australia and many, many veterinarians overseas receive a mailing from us every two months. These mailings contain writings which alert the profession to the proposed refresher courses to be held in the near future, and which encourage veterinarians to attend. Each veterinarian is busily engaged in the day to day problems of practice

management and some motivation is needed to ensure that veterinarians make the commitment to leave their practice and their home for a week to come to Sydney, or wherever the course is being held, and spend a long week of post graduate educational involvement. All veterinarians who attend enjoy the week and the encouragement is needed only to overcome the inertia which develops from the pressing problems of practice.

B Outcomes

1 The goal of each program conducted by the Post Graduate Committee is to cover as broadly and as deeply as possible a particular aspect of veterinary medicine or surgery in a course with 30 lectures and demonstrations, or at workshop sessions. The aim is to refresh the veterinarian's basic knowledge and to upgrade his knowledge and skills by including wherever possible the new developments which have occurred in that particular field in recent years. Our aim is also to provide the profession with a proceedings following each refresher course which will serve as an up to date reference text, fully indexed, so that it is readily accessible to the busy veterinarian in the field. Over a period of time it is our aim to cover all aspects of veterinary medicine from topics as diverse as fish farming in rural Australia to orthopaedic surgery in the horse; from ophthalmology to computers and business management; from clinical pathology, gross pathology and toxicology to artificial breeding and embryo transfer in a range of species.

2 Program benefits. To some extent the benefit of programs to participants is gauged from comments made during the course and sometimes by the completion of questionnaires at the course. Feedback from participating veterinarians, usually unsolicited, will be gathered during subsequent months

C Inputs

1 Participants. The participants at a refresher course are largely veterinarians in practice, with smaller numbers of veterinarians from other fields such as teaching, research, industry, and government. Students also frequently participate in the refresher courses. At some refresher courses covering areas which overlap with other scientific workers, graduates and diplomates in other fields and other interested people may also be present.

2 Staff. The keynote speaker is always a world authority and is supported by a number of Australian speakers eminent in the particular field.

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Technical direction in the planning of the course is provided by a veterinarian close to the Committee who is skilled in that particular area.

Co-ordination, planning and conduct of the course including chairing of sessions, and general organisation is conducted by the Director and the Associate Director of the Post Graduate Committee assisted by the staff of eight secretaries employed by the Committee.

3 Finances. Donations made to the Post Graduate Foundation by both non-veterinarians and by veterinarians are supplemented by earnings from the conduct of Post Graduate Refresher Courses and from the sale of proceedings to fund courses.

4 Facilities, equipment and materials. Facilities are usually provided on the University of Sydney campus, but sometimes courses are held in other venues. For instance, a course has been held at Glenfield Veterinary Research Station, at the University of New England, and at a number of other venues in towns and cities such as Tamworth, Ballina, Gunnedah, Shepperton, Melbourne, and Perth. Courses are planned in the future for Richmond, Orange, and Albury. Some equipment is provided by the University of Sydney and other equipment and materials are supplied by the Post Graduate Committee.

D Evaluation

Refresher courses are planned and designed as the need is felt for them within the profession. Frequently, this will be stimulated by the length of time since a previous refresher course on that topic was held.

E Influences

Technical developments within the veterinary profession frequently stimulate the programming of new courses. Emerging disease situations will sometimes have an influence on program development. Changing Government policies in relation to disease control could have a stimulatory effect on the development of some programs. On some occasions, brief courses of one or two days have been put on at short notice to make use of a visiting overseas authority.

1 Positive influences contributing to the effectiveness of programs are the enthusiasm of the veterinary profession generally, the co-operation of the Faculty of Veterinary Science at the University of Sydney, the speedy and efficient work of staff at the Post Graduate Committee.

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2 Negative influences which hinder program development are the slow communications through Australia Post, with the frequent strikes which occur and disrupt transport in this country and the difficulty which some overseas speakers have in obtaining exemption from taxation in this country.

F Comments

It is difficult in such a short space to fully explain the detailed planning and conduct of our activities which involve the running of post graduate courses and workshops, the publication of Proceedings, Reviews, Vade Mecums and texts, and the interchange of information within the veterinary profession on a regular two monthly basis.

DOUGLAS I BRYDEN
Associate Director

DIB:gbm
0977B

20/5

FACE SHEET

WORLD PERSPECTIVE ON ADULT EDUCATION

An International Comparative Analysis
of Selected Educational Programmes for Adults

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1. Preparation

Name: Dr. Hank Duyverman
Phone: [08] 232 0813
Organisation: South Australian Postgraduate Medical Education Association Inc.
Street Address: Level 7, Services and Teaching,
Royal Adelaide Hospital,
North Terrace, Adelaide 5001.
State: South Australia
Nation: Australia

2. Based on

[x] Recently functioning Programme

3. Brief Title

"Country Paediatric Programme"

4. Type of Programme

Professional-TECHNICAL

5. Type of Organisation

An independent body developing postgraduate and continuing medical education.

6. Basic Characteristics of Service Area

22,470 square km [8,669 square miles]
30,060 population [census 1985]
58% urban

NOTE: **This programme involved only the medical profession, of whom all 24 were resident in the urban sector of this particular geographic area.**

"COUNTRY PAEDIATRIC PROGRAMME"
H. DUYVERMAN

PROLOGUE

The Country Paediatric Programme [referred to hereinafter as CPP] was a joint venture involving the Royal Australian College of General Practitioners [RACGP], the Adelaide Children's Hospital [ACH] and the South Australian Postgraduate Medical Education Association [SAPMEA]. The task of mounting and co-ordinating the programme devolved on SAPMEA. There were three programmes in the series during 1986, each held at major country centre within the Murray Riverland, some 200 km from the capital, Adelaide. The First CPP was held at Loxton on July 19 - 20, the second at Berri on October 18 - 19 and the third at Renmark on November 29 - 30.

PROCESS

1. Teaching methods were principally didactic. Opportunities existed throughout the programme sessions for discussion, but these had a more formal structure. Informal discussion among peers, speakers and chairmen occurred generally at the dinner on the evening of the first day. The speakers, who are all reasonably well known by the participants, were freely available throughout the evening.

   Teaching materials consisted of photocopied notes, overhead tranparencies, 35mm slides and on a few

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occasions, a video presentation was made.

2. Programme planning was undertaken by a joint committee consisting of staff from the RACGP, the ACH and SAPMEA. The initial planning was undertaken in late 1985. The Medical Director of SAPMEA circulated to all medical practitioners in the area, a questionaire, the answers to which would provide among other things:

   a) the style of meeting repondents wished
   b) their educational needs in order of priority from within the known divisions of paediatric medicine and surgery
   c) the number of meetings over which the programme could be sustained in the area.
   d) the locations for the meetings
   e) the extent of administrative assistance that could be offerred by local individuals or the local Medical Association.

The questionaires were analysed at a joint committee meeting. Needs assessment was made the easier, by having respondents list their desired content of the planned programme in order of priority. It was the committee's task to match those needs with the availability of teaching staff and within budget constraints. A draft programme was circulated to the practitioners in the area.

3. Improvements [rather - refinements] were made to the programme by the return of information through the Secretary of the local Medical Association. The refinements proved to be wholly cosmetic in nature and there was no need to consult further with the potential presenters at the ACH. A final printed programme was produced covering most of the aspects requested. This programme was circulated not only to the targetted practitioners within the defined area, but also practitioners in adjacent areas interstate [eg Mildura and Wentworth].

4. The only encouragement for participation was directed externally to the programme, i.e. the local Secretary, per telephone, probably badgered each practitioner to attend. Our "man-on-the-scene" was vital to the success of the programme. His encouragement secured 23 of the 24 practitioners in the area to attend each of the three programmes [the 24th was on rotational emergency standby and could not attend]. A further 4 were enticed to come from interstate. Participation within the programme was assumed and no direct efforts were made.

OUTCOMES

1. The broad programme goal was to "provide a suitable continuing educational programme for general

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practitioners in a country area of South Australia."

With the assistance of the ACH, the RACGP and the local Medical Association, course objectives were developed from the results of the questionaire. These were to provide within the division of paediatric medicine:

a) clinical understanding in general areas
b) information on recent advances in general areas
c) overviews in specific areas
d) diagnosis and management in specific areas
e) case presentation

The process of obtaining agreements on the objectives was through the questionaire and the follow-up refinement of the programme through the local Secretary. The content was also established through the questionaire and this is provided in **APPENDIX I.**

2. Evidence of actual programme benefits to the learners is extremely difficult to obtain. No objective measure was undertaken to evaluate the degree of learning and the level of retention with time. Other than supervision, in a clinical framework, of the medical practices of the learner, no other direct measure is possible.

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At the time of the three programmes, presenters gained the general impression that each of the programmes was of significant benefit to learners. This was further expressed by many of the learners themselves, in writing, subsequent to either each of the programmes, or at the end of the series. Specific comment was made by more than half of the participants, that a concentrated programme as devised and delivered could not readily be obtained in the Capital at any of the teaching hospitals, and more significantly, very few could attend such programmes in the Capital, because of the difficulty of obtaining locum services and the high cost of travel and accommodation.

INPUTS

1. PARTICIPANTS

All participants were general practitioners holding the degrees MB,BS. About one third had additional qualifications in obstetrics and gynaecology. None of the participants had practised for less than three years. To become a participant in the programme, each practitioner was invited to enroll and pay a fee of $40.00. The fact that 23 of the 24 practitioners from the area enrolled is highly significant [100% enrolment was not possible, as one member was on emergency roster]. Enrolment and acceptance of fees [plus additional add-ons for lunches, dinners etc. were handled by SAPMEA's office in Adelaide.

2. STAFF

A team of three lecturers [medical specialists] from the ACH were used for each of the three programmes. In addition, an RACGP co-ordinator [attached to the ACH] was also in attendance. Sessional chairman were drawn from the three specialists, the co-ordinator and from the local Association.

In addition to the teaching and facilitating personnel above, SAPMEA's Medical Director and Executive Director [and 5 administrative staff within SAPMEA] played a role. The Medical Director provided the link between the local Association and the joint committee; the Executive Director was responsible for the implementation and execution of the programme and together with his staff, provided the necessary administrative, managerial and financial framework.

3. Direct funding was obtained from the RACGP Foundation, to which budgets were submitted. Additional funds were obtained from the particpants, each paying a $40 enrolment fee [speakers and chairmen were exempt]. No speakers were paid a professional fee, nor offered an honorarium. The total amount obtained permitted SAPMEA to meet travelling,

accommodation, catering, printing, postage, copying, venue hire expenses, and administrative overheads.

SAPMEA donated the salary component of its staff involment. Similarly, the ACH staff provided their time as support in kind. The simple financial breakdown was:

RACGP Foundation:	$1500
Enrolment Fees:	$1080
SAPMEA support in kind	$ 730
ACH support in kind	$1600
TOTAL	$4910

4. For each of the programmes, the most suitable venue was one where catering by way of lunches, morning and afternoon teas and dinners could be provided, and one which had a meeting facility suitable for the programme. In each case, a club or hotel/motel was chosen by the local Association - its members being *au fait* with the local scene and conditions. On each of the three occasions, because food and beverage were included in the programme, venue costs were kept to a minimum. For those practitioners not wishing to drive home following the first of the two-day programme, accommodation was organised by SAPMEA, the costs for which were borne directly by the participants. About one third, availed

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themselves of this facility.

Equipment needs for the three programmes was quite minimal. Where 35 mm projectors and screens were avaliable at the venue, they were used, as was video equipment. Overhead projectors were supplied by the ACH. When local equipment was not availble, the ACH provided it from its audiovisual department.

EVALUATION

In previous years SAPMEA has mounted, from its own resources, a programme for country practitioners. This programme ran once a year for about two days [beginning on a Friday afternoon and concluding on Sunday afternoon]. This was a costly exercise, and lacked the criterion of being "repeatable" in other country locations. This was because speakers were generally drawn from various specialist fields, but not particularly from teaching hospitals, nor was general support from the hospitals elicited.

At the same time, the RACGP was also mounting programmes, perhaps somewhat less ambitiously. However, many of these were directed to the capital city practitioners. Similarly, hospital refresher weeks conducted at the 5 teaching hospitals by SAPMEA, also catered principally for the city practitioner, although about one third of enrolments for these courses came from country areas.

During 1985, the RACGP and SAPMEA embarked on a programme of co-operation. The Medical and Executive Directors of SAPMEA became members of the RACGP Medical Eduation Committee and subsequently the RACGP Rural Health Committee. Through a fortuitous mix of individuals on that committee [which included an ACH representative], the programme development was assured.

During 1985 and particularly 1986, SAPMEA became further and further involved in administering programmes for the RACGP. SAPMEA, as well as being a postgraduate and medical education body is also a professional conference or~~r~~ganiser and as a PCO administered the RACGP's 29th Annual General Meeting and a 6 day scientific programme. This professional liaion and trust set the stage at the Rural Health Committee meeting, for SAPMEA to be integrally involved in subsequent programmes.

The presence of an ACH representative, and the subsequent knowledge of an educational group need in the area of paediatrics, prompted the development of the Country Paediatric Programme involving as it did the ACH, the RACGP and SAPMEA. I am sure that, had there not been the "right" mix of committee members, this programme would not have been mounted the way it was, nor developed so quickly with the cooperation of the local Association.

The success of the the 1986 programme, paved the way for a similar programme to conducted in the South East area of South Australia, involving the towns of Mt. Gambier, Naracoorte and Millicent, an area supporting a larger number of medical practitioners. Already, plans are being developed for 1988 in a third area of South Australia.

INFLUENCES

1. SAPMEA, since its inception in 1975, has had the responsibility of co-ordinating continuing medical education in South Australia. SAPMEA's principal supporters are the Australian Medical Association (South Australian Branch), the two Universities through their medical schools and the South Australian Health Commission. As confidence grew in SAPMEA as a co-ordinator *and* as it developed as the prime body mounting international, national and local medical conferences, seminars and workshops, its liaison with the teaching hospitals, pharmaceutical industry, government and the medical profession expanded dramatically, particularly in the last two years. This trend has enabled SAPMEA to obtain a far greater share of funds available for programming and to be a significant force within the profession in shaping its continuing education and quality assurance programmes.

I can state the fact (rather immodestly perhaps) that if a programme has "Organised by SAPMEA", "Sponsored by SAPMEA" or "Administered by SAPMEA" on it, it is well accepted by the profession and related industries as a significant medical learning event.

Specialist bodies [now both medical and non-medical] seek out SAPMEA to conduct programmes on their behalf. This has led to a large increase in funds [derived as fee-for-service from these bodies], which SAPMEA can now use to augment its own educational initiatives.

A significant plus, too, is the apparent inexhaustible supply of willing speakers. As indicated, these are drawn from the specialist divisions of surgery and medicine. As advertising by the medical profession is not permitted, the next best thing [as I believe is the current underlying reason for the plethora of specialist speakers] is for them to have a "visible" front in such programmes and thereby possibly increase the number of referrals derived from general practice. I will hasten to add, that there are many who are not motivated by reward, but rather have a commitment to the profession and the processes of continuing medical education.

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2. Within South Australia, there exists eight county medical associations and a similar number of city associations. The boundaries of these associations were drawn up by the Australian Medical Association (South Australian Branch) [AMA]. Since drawing up these boundaries (quite arbitrarily it seems), there has been a significant increase in the development of large practices, particularly in the country associations, employing eight or more general practitioners. A number of associations are now dominated by these large practices - a process which has not admitted to good communication with SAPMEA, nor the easy development of programmes for the benefit of the whole of the medical community in that geographic area.

To have a "man-at-the-scene" who is committed to the aims of the programme is fundamental to the success of such country initiatives. Regrettably, SAPMEA has no part in the selection process of its representative from the local association, and it can be saddled with a lack-lustre individual who may not have strong commitments to continuing education, nor the time from his/her practice to devote in promoting these kinds of programmes among collegues within the area. In every case, where a programme has been educationally successful and the attendance acceptable, it has been due in no small part to the motivation of the "man-at-the-scene".

SAPMEA obtains the largest portion of its income from the management of conferences. The number of these may fluctuate from year to year as does the relative financial success of each. It is therefore difficult to reflect adequately, the potential income from these and hence provide for on ongoing country programme, without sourcing of funds from such bodies as the RACGP Foundation. The fact that these external sources are also liable to fluctuation or in time may totally dry up, makes the planning of ongoing programmes very difficult.

Fortunately, the country paediatric programme which is the basis of this paper is only one of 62 programmes SAPMEA is conducting in South Australia.

OTHER

Apart from the Royal Australian College of Obstetrics and Gynaecology, no continuing acceditation programme exists among the medical profession. Practitioners, following their internship [1 year post basic], are registered with the Medical Board and may practice for life. There is no compulsory quality assurance or peer review programme to establish a medical practitioner's current competences, whether it be educational or procedural. This lack of compulsory educational audit has been questioned of late by a number of bodies and the Federal Government's Inquiry into Medical Education and the Medical

Workforce [now current] will, I'm sure, receive a number of submissions questioning the ad hoc arrangements across Australia for continuing medical education. Compulsory audit will be a feature of such submissions, although details will be necessarily vague.

Currently, it seems, that country practitioners are happy with their own personal audit in SAPMEA's joint education programmes.

APPENDIX I

COURSE CONTENT

Upper airway obstruction

Orchidopexies

Cardio-pulmonary resuscitation

Hypospadias

Gastro-intestinal reflux

Indications for bronchoscopy

The acute abdomen

Intravenous therapy

The wheezing infant

Stridor in infancy

Bronchiolitis

Management of asthma

Status asthmaticus

Acute surgical respiratory problems

Current status of cystic fibrosis

Diagnosis and management of common dermatological problems

Neurological emergencies

The acute knee

Denver Screening Test - an approach to developmental assessment

Epilepsy and fibrile convulsions

Orthopaedic examination of the neonate

Sporting injuries in children

Developmental delay

Headaches and raised intracranial pressure

Acute diarrheoa

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The red eye

Recent advances in infectious diseases

G. P. role in detection of eye disorders in early life

Malignant diseases of bone

Pyrexia of unknown origin

Fe deficiency anaemia

Thalassaemia

Squint and amblyopia

Constipation

Overview of acute lymphatic leukaemia

Haemophilia

Eye traumas

The vomiting infant

FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: ELIZABETH BLUFF Phone No.: (08) 224 0555

Organisation: WORKERS' EDUCATIONAL ASSOCIATION OF SOUTH AUSTRALIA INC.

Street Address 223 ANGAS STREET,

City or Town ADELAIDE State: SOUTH AUSTRALIA

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(X) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

TRADE UNION POSTAL COURSES SCHEME (TUPC)

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

C. WORKERS

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

LABOUR UNION

6. Basic characteristics of service area:

A. $10 \times 10^6 \text{KM}^2$ geographic size (such as square miles or kilometres) (AUSTRALIA)

B. 1.5 mill population (number of people living in area). (membership of unions affiliated with the Scheme)

C. urban/rura urban/rural (density of population)

2W/1

THE TRADE UNION POSTAL COURSES SCHEME

A case description prepared for the International Comparative Analysis of Selected Educational Programmes for Adults.

Case description prepared by

LIZ BLUFF, TUPC EDUCATION OFFICER,

December, 1986.

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INTRODUCTION

The Trade Union Postal Courses Scheme (TUPC) is a national distance education programme designed for and supported by the Australian union movement. The Scheme, based at the Workers' Educational Association in Adelaide, is unique in Australia. It was set up in 1964 by an Adelaide Tramways Union man, Jack Nancarrow, who saw the need for a type of education that would be readily available to every unionist in Australia.

Over the past 23 years TUPC's courses have established an Australia-wide reputation. The Scheme has played a vital role in bringing adult education to unionists in remote country areas, people who work off-shore, shiftworkers and others who would not normally have ready access to it. More than 35,000 students have taken part in TUPC courses since the Scheme's inception.

A. PROCESS

1. METHODS OF TEACHING AND LEARNING

Due to the very nature and location of their work, many people do not have the time or the opportunity to attend courses. The TUPC Scheme was established as a distance learning programme, in recognition of these factors that hinder participation, with the aim of facilitating worker access to adult education.

Seventeen courses make up the TUPC programme. They combine courses aimed at developing the confidence and skills of students to derive the benefits of adult education, with courses providing opportunities for workers to develop perspectives on social, political and economic issues.

From the National Centre of the Scheme at Adelaide in South Australia, TUPC reaches students all around Australia, by post. When a student enrols in a course he/she is sent the first two lessons. (Courses vary in length from six to twelve lessons). Each lesson incorporates an assignment which the student completes and returns to the National Centre. Assignments are posted out to course tutors who provide constructive comments and feedback to the student. TUPC's aim is that tutors should work on the positive aspects of a student's work, encourage students to develop ideas rather than rendering them powerless through too much criticism.

Assignments are returned to students via the National Centre. TUPC aims to return assignments within two weeks. Minimising this turn around time is crucial to maintaining student interest and ensuring that feedback is provided to stimulate and motivate students to continue studying.

Many of the people with whom TUPC works have had negative experiences in education systems in the past. Some have had little or no formal education. It is therefore essential that participation in any form of formal education for these people be slowly and thoughtfully encouraged. This is fostered by the individualised relationship established between the tutor and the student. It is private and provides a situation where confidence and trust in learning can develop.

TUPC courses are written in clear, unpretentious language and deal with topics of every-day significance. The course procedure is flexible; students are able to start when they wish, choose studies which attract their interest, and return assignments at their own pace. There are no formal qualifications for any of the courses, nor are there tests or examinations. This flexibility acts as a positive incentive to students who are not accustomed to formal study and who would be put off by rigid adherence to deadlines and timetables, or the pressure of exams. On finishing a course, students receive a certificate of completion.

The TUPC Scheme has not had the advantage of resources to utilise the various technologies, including video materials and telephone hook-ups, explored as study media or other distance learning programmes in further education. For that reason the Scheme has concentrated on producing lesson material written in a clear and easy to read style, which aims to present ideas and issues in an interesting way, and helps students to develop skills and form opinions about issues relevant to them as workers.

The experience of the TUPC Scheme is that this medium, although conventional, has been effective in encouraging students to study, in stimulating interest and promoting confidence and self-esteem. It has also proven accessible in so far as TUPC students include a significant percentage of migrants, women, rural residents and people with limited educational opportunities.

It is TUPC's experience that there is a strong element of independent initiative and motivation on the part of students who enrol. Undertaking a course can be an occasion for the worker, and particularly the unionist, to contemplate going beyond the daily routine of working life and to think about improvements to conditions, aims and strategies. It is through this that a greater appreciation of the role which they can play in changing working conditions can develop.

2. PROGRAMME PLANNING AND IMPROVEMENT

In planning and developing its programme, TUPC has to some extent drawn on the work of other agencies who have identified particular educational needs. TUPC's role then has been to implement courses which address this need through the medium of distance learning and by utilising the extensive union network to target particular groups.

In this regard, a significant example is the component of the TUPC programme which deals with remedial education. TUPC has been conscious of the status of adult literacy in Australia and the significant proportion of the adult population who have completed only compulsory secondary schooling. TUPC's basic skills courses seek to remedy educational deficits of unionists participating in the Scheme.

TUPC has also taken the approach of asking students what they want. In 1985 a survey was conducted of postal course students in which they were asked to suggest further courses that they would like the Scheme to provide. Many suggestions were made in the areas of industrial relations, current affairs and politics, and job skills. The more popular suggestions have been taken up and authors commissioned to write courses.

All courses are planned and developed in consultation with the Australian Council of Trade Unions (ACTU) and the Trade Union Training Authority (TUTA). In this respect the course programme reflects issues of concern to unions in Australia. This relationship is formalised through the Trade Union Postal Courses Committee whose membership includes representatives of the ACTU and TUTA, as well as from the Workers' Educational Association. This Committee is responsible both for programme planning and for evaluation of the Scheme.

The constant review and expansion of courses is an ongoing task and a necessary one if the Scheme is to maintain its relevancy. Courses are generally reviewed every two years.

3. ENCOURAGING STUDENT PARTICIPATION

There are certain features of the TUPC programme which are most significant in encouraging student participation in TUPC. These features are :

- utilisation of a strong network of community groups and union organisations to establish contact with many potential students who would be hesitant to approach a major educational institution or commercial college;
- provision of shorter bridging courses which encourage student enrolments by reason of a less threatening commitment;
- flexibility about time allowed for lesson returns and course completion;
- the opportunity to enrol without having to be formally assessed - in our experience, this is a considerable attraction for potential students who are low in self-esteem;
- access to a range of courses with no restrictions on which courses can be taken. That is, a student would be limited to study two courses at the one time but over a period of time could study any of the courses offered;

* the personal and individualised tutor relationship which works on positive reinforcement to stimulate confidence and interest in study.

Moreover, written contact is made with students who discontinue studies, to encourage them to keep going. Students are also assured that they can take a break if they need to do so and continue their studies later at a more convenient time.

B. OUTCOMES

1. PROGRAMME GOALS AND OBJECTIVES

The rationale of the TUPC Scheme has been developed in consultation with the learners, as represented by affiliated unions. The Scheme seeks to address the needs of workers who have been disadvantaged or disillusioned by the education processes of their early school years. The Scheme recognises that many workers have experienced inequalities with regard to educational opportunities. It also recognises the link between education and control over circumstances and accordingly seeks to enable workers to develop skills which will allow them to take control over their own future.

The Scheme is directed primarily to members of 88 unions which assist in funding the Scheme by payment of annual affiliation fees. The collective membership of these unions (and hence the largest audience of the programme) exceeds 1.5 million.

TUPC aims to broaden the educational opportunities of :

(a) those whose secondary education has been affected by the lack of facilities at school or home; by language difficulties; by financial and other problems of a socio-economic nature;

(b) those who have completed only compulsory secondary schooling;

(c) those who are 'isolated' by reason of geography, disability, domestic ties or working hours.

The chief objective of the Scheme is to develop the skills of course participants with the aim of making students better skilled, with a more flexible outlook and able to take advantage of a wider range of opportunities in education, as well as in their working and community lives.

TUPC courses aim to :

(a) **Provide basic skills.**

A component of the TUPC programmes are basic skills courses including public speaking, clear thinking, everyday English and meeting procedural skills. Through these courses the Scheme aims to help unionists collect, sort out and express ideas and information about the world in which they work. It is clear that once having begun to master these skills, which very often is simply a process of demystification and gaining self-confidence, people are much more prepared to embark on wider issues.

(b) **Arouse interest in and strengthen loyalty towards trade unions.**

The emphasis of the Scheme remains on courses of direct relevance to the union movement. Relevant courses include :

Australian Arbitration Systems;
History of Australian Trade Unionism;
Trade Unions in Australia.

(c) **Put labour problems in their social and economic context.**

Through such courses as :

Introduction to Economics;
Government and Politics;
Industrial Psychology;
Wages, Prices and Profits;
Women in the Workforce

social, economic and political issues are explained so that the student can gain a wider perspective on issues which directly affect him/her as a worker.

(d) **Train workers for responsible roles.**

The following TUPC courses are directly related to training workers for responsible roles :

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The Job Representative;
The Shop Steward;
Health and Safety at Work.

2. PROGRAMME ACHIEVEMENTS AND BENEFITS TO LEARNERS

With the promotion by and support of affiliated unions the TUPC distance education programme has been uniquely placed to make adult education available to many people for whom it would otherwise be inaccessible by reason of language, geography, disability, domestic ties, working hours or lack of confidence to attend a "face to face" course.

An evaluation of TUPC's students in 1986 shows that :

- 8.4% of students were born in non-English speaking countries and speak English as a second language;
- 45% of TUPC students are women;
- 50% of TUPC students completed only compulsory secondary education, 18% have matriculated and 18% have studied at the tertiary level;
- the age of TUPC students range from 16 to 85: 21% of students are under 25 years;
- interest in TUPC courses continues to increase. Student enrolments number 2,840 in 1986. This exceeds the total enrolments (2,364) for 1985. There has been a steady increase in enrolments, each year over the life of the Scheme;

* 50% of TUPC's students have completed only compulsory secondary schooling, 18% have matriculated.

This evaluation is based on information supplied by TUPC students at the time of enrolling in a course. When students commence a course with TUPC, they are asked to complete and return with the first lesson, a brief questionnaire which provides information for their tutor about themselves. Through this, the tutor is better equipped to direct comments to fit the particular interests and concerns of the student.

All students who actually work on a course return a questionnaire. Information is obtained in this way about the student's residential location, gender, ethnicity, age, occupation, education level and reasons for doing the particular course.

In 1986 an analysis was undertaken of the questionnaires of the students who worked on postal courses in that year. This has provided a basis for ongoing evaluation of TUPC's performance from year to year.

A significant result is that TUPC achieves its aim to reach workers all around Australia, with 30% of students living in country areas, 67% in capital cities and 3% in major towns (e.g. Newcastle and Wollongong in New South Wales). Amongst TUPC's country students, some must be classed as remote, e.g.

those in the Pilbara region of Australia's north-west, central Australia and the Northern Territory. Figure 1 shows the distribution of students.

It must be said that one of the main reasons why TUPC has continued to enjoy the support of Australian unions is its success in reaching workers such as those in remote areas who do not normally have ready access to union education either through their unions or the Trade Union Training Authority.

The success of the TUPC Scheme and its role in union education is best demonstrated by some student profiles.

PROFILES OF TUPC STUDENTS

PETER is a ship deckhand who lives in Perth, Western Australia. He left school at 15 after obtaining an Achievement Certificate. Peter says about himself -

> *"I consider myself to have been fairly undeveloped during my early schooling years. During the past few years I have learnt a lot, probably due to job security, but I can still do better".*

Peter is a shiftworker and says he finds it difficult to get time off work at the right time to attend any courses. He decided to do the Trade Union Postal Courses "Study Skills for Adults" in order to improve his study skills and learning capacity. He would like to continue his study, either doing mature age matriculation or a maritime course.

JANE has recently returned to the workforce after six years break to have a family. Her work is in the public service where she is a clerk. Recently elected chair of her workplace health and safety committee, Jane has decided to do TUPC's "Health and Safety at Work" course after reading about it in her union's journal. Jane says,

> *"I have recently joined the public service and see a definite need to obtain further educational qualifications for job progression. I am chairperson of the Occupational Health and Safety Committee at my workplace and obtain a great deal of satisfaction in the setting up of and organisation of the Committee under the legislation. My aim is therefore to obtain a Graduate Diploma or similar in perhaps safety or occupational health. My situation however is vastly different from my last attempt at studying (some 12-14 years ago) and I feel that the completion of this course can benefit me".*

GRAEME works as a production operator on an off-shore oil-rig in Bass Strait. Before this he worked in other remote jobs, as a maintenance worker at Robe River in Australia's north-west and at Mt. Isa. He has also worked as a radio operator off-shore and in the ambulance service.

Working off-shore makes it difficult to get to courses. Graeme finds the Trade Union Postal Courses a convenient way to study. Graeme completed form 5 at high school. He is currently doing TUPC's "Shop Steward" course.

JACQUES was born in Mauritius and now lives in Melbourne where he works as a storeman and forklift driver. At 43 he found his children understood new maths better than he did. Jacques reached form 3 at school in Mauritius.

After finding out about Trade Union Postal Courses through his union journal, Jacques commenced study in two courses "Arithmetic and Statistics" and "Everyday English". His study work has been excellent. His confidence boosted by his experience with TUPC, Jacques is keen to continue his studies.

HOWARD is a postman at Maroubra, New South Wales. He achieved a school certificate at high school 12 years ago and has not studied since.

After being elected as a health and safety representative at work Howard decided to do TUPC's "Health and Safety at Work" course. He says he is interested in studying further and felt that health and safety was a good start because *"I can also learn through my job"*.

STEPHEN is 21 and employed as a storeman. He completed the school certificate at high school and now finds,

> *"I want to start learning again. I feel my brain isn't being used enough. As I am working night shift I have plenty of time to allocate to doing more of these courses".*

Stephen is studying "Arithmetic and Statistics" and "Clear Thinking" through TUPC.

MARY lives in Alice Springs where she works as a clerical officer. She is 42 years of age and completed "O" levels at school in England before migrating to Australia.

Returning to the workforce after 20 years raising 5 children, Mary was interested in TUPC's "Women in the Workforce" course. Mary's assignment work on this course was excellent. She has also completed TUPC's "Arithmetic and Statistics", "Clear Thinking" and "The Job Representative". On the strength of her success with these courses Mary is now studying "Government and Politics" and "Economics" in preparation for units she will take in a diploma course.

LUCAS went to school in Holland and subsequently obtained trade qualifications as a fitter and boiler attendant. He is now 41 and works as a boiler watch-keeper. Lucas decided to do a Trade Union Postal Course because,

> *"I thought I was getting a bit rusty. I mucked around too much at school. Also, I think that doing a postal course is a good way of utilising my time while watching boilers. My aim is to attain a greater awareness of my own capabilities, express myself better and to be of use to others".*

Lucas has now completed TUPC courses "Clear Thinking", "Arithmetic and Statistics", "How to Study" and "Everyday English".

HELENE was born in Sydney. Her parents are Greek-speaking. Helene is now 19 and having completed high school is working in a supermarket.

Helene decided that she wanted to do some further study. She commenced "Government and Politics" as she says, *"I never understood how Australian politics works when I was at high school"*.

On the strength of her TUPC success, Helene decided to study further at university. She is now doing a degree in economics and finds that TUPC's course not only provided her with some direction but also insight relevant to her tertiary studies.

C. INPUT

1. PARTICIPANTS

TUPC has had an annual student enrolment of 2,000 to 2,800 for the last four years. Prior to this annual enrolments were of the order of 1,000 - 1,500. This dramatic increase was achieved through the successful promotion of the Scheme through the unions. The role of unions in promoting the Scheme is a very significant input.

It may be said that as long as there is a demand for the TUPC programme, there is justification to continue the Scheme. In that sense, there is no set pre-requisite number of students for the Scheme to function. The continuing demand for TUPC courses, reflected in the high enrolment rate has meant that this has not been an issue for TUPC. However, it is interesting to note that from the outset the Scheme was made available to unions throughout Australia, the main reason being the belief that the total union population in South Australia was insufficient to support an adequate range of courses.

Encouraging the participation of women has been a priority for TUPC in recent years and one that has been successfully achieved. With 45% of TUPC's students being women, this is similar to the percentage of women in the workforce in Australia. This success is attributed to the accessibility of the Scheme, the flexibility with regard to time and the fact that learning at a distance is for some women less intimidating than attending classes.

2. STAFF

The Scheme currently employs three staff; two are full-time and one is part-time. The positions are :

- Education Officer (full time) - responsible for co-ordination of the Scheme as well as commissioning authors, course revision and development, liaison with union affiliates;

- Clerical Officer (full-time) - responsible for administration including student enrolments, processing lessons and general clerical support;
- Publications Officer (part-time) - prepares lesson material for publication and produces promotional brochures and Scheme advertising.

In addition to these three staff, TUPC has fourteen tutors who mark student assignments. These tutors are variously located around Australia in Melbourne, Sydney, Brisbane, Perth and Adelaide. Tutors come from a range of backgrounds. Current tutors are academics, teachers, union officials or trainers with the Trade Union Training Authority (TUTA). The qualification common to all tutors is an ability to approach issues involved in the lesson material from a union point of view.

Authors are contracted to write courses on a sessional basis. They are selected on the basis of their sympathy and appreciation of the needs of workers in education, their understanding of the union movement in Australia and their recognised expertise in the subject area.

3. FINANCES

UNION AFFILIATIONS

The major source of ongoing funding for the TUPC Scheme is union affiliations fees. In 1986 TUPC received $56,000 from this source. This was 50% of TUPC's operating costs for the year.

There are now 88 unions affiliated with the Scheme: 40 are affiliated on a federal basis and 48 are state unions or state branches. Union affiliates pay 7.5¢ per member to support TUPC. Members of unions affiliated with the Scheme can do postal courses free of charge. There is an affiliation ceiling of $2,200 per annum.

GOVERNMENT GRANTS

Since its establishment by the Whitlam federal government in 1975, the Trade Union Training Authority (TUTA) has provided an annual grant to TUPC, the value of which is approximately one third of TUPC's operating expenses.

PRIVATE STUDENTS

TUPC accepts enrolments from students who are not members of any of the unions affiliated with the Scheme. These students pay a course fee of $25 or $35, depending on the course. The Scheme receives about $10,000 per annum in private student fees. In addition, spouses of members of unions affiliated with TUPC can do courses at a discounted rate of $10 per course.

WEA SUPPORT (Facilities and Equipment)

The WEA provides the infrastructure necessary for the Scheme to operate, including office facilities and computerisation, and over the last five years has provided a small grant to meet the TUPC deficit.

D. EVALUATION

Although postal courses have been an important form of union education for many years in Britain and Scandinavian countries, when the TUPC Scheme was introduced in South Australia in 1964, and subsequently extended throughout Australia, it was a new idea for this country. Furthermore, it was introduced in an industrial environment with virtually no tradition of adult education designed specifically for, and supported by, the organised trade union movement.

Eleven postal courses were offered at the start. These were "Federal, State and Local Government", "Economics for the Man in the Street", "Everyday English", "How to Study", "World Affairs", "Arithmetic and Statistics", "Trade Union Branch Officials", "Shop Stewards", "The Australian Arbitration System", "Public Speaking" and "Chairmanship". Over the years some of these courses have been replaced, new courses added and others retained but rewritten and updated.

As in 1964, TUPC's courses today may be divided into three categories : those of general interest and dealing with socio-political questions; those that are remedial and aimed at making up for deficiencies in basic education; those designed to equip workers for an active role in union activities.

The changes to the TUPC programme over the years reflect changes in the priorities of the Australian union movement. For example, the recent introduction of the courses "Health and Safety at Work" and "Women in the Workforce" reflects an increasing commitment to these broader issues by the union movement.

The relationship with unions has been a significant influence on TUPC, both for the provision of funds to maintain the Scheme, and also for the development of and changes in the programme over the years.

The remedial and basic skills component of the programme has been developed in recognition of the barriers of discrimination and disadvantage which exist in Australian society. The disproportionate burden borne by youth as unemployment has grown, and the deteriorating labour market conditions which have particularly severe effects on specific groups such as migrants, women, the disabled, country dwellers, and people in the older working age ranges, are issues which have highlighted the need for this sort of programme, which is as great today as it was at the outset of the Scheme in 1964.

It has been the experience of the TUPC Scheme that despite the remedial and bridging nature of some other programmes available, for example through TAFE, many people lack the confidence to tackle adult education as offered by institutions for further education. This is the role which TUPC has set for itself and which has been fulfilled successfully.

No amount of statistics on student enrolments or lesson returns can convey this feeling of success as experienced by TUPC staff and tutors. It is gained through student assignments and through the spontaneous thanks and unsolicited feedback from students as to the value of the Scheme to them. From this reponse it is clear that for many students, postal courses are the first contact they have had with education since leaving school. Although a TUPC course cannot hope to do more than introduce students to the subject and arouse their interest in pursuing it further, these functions of stimulation and introduction are of great importance to the individual and ultimately to the community in which they are involved.

E. INFLUENCES

It has been explained above, the ways in which TUPC's network of union affiliates have contributed to the Scheme, providing practical support and helping TUPC to reach many people who would not normally contemplate or have ready access to further education.

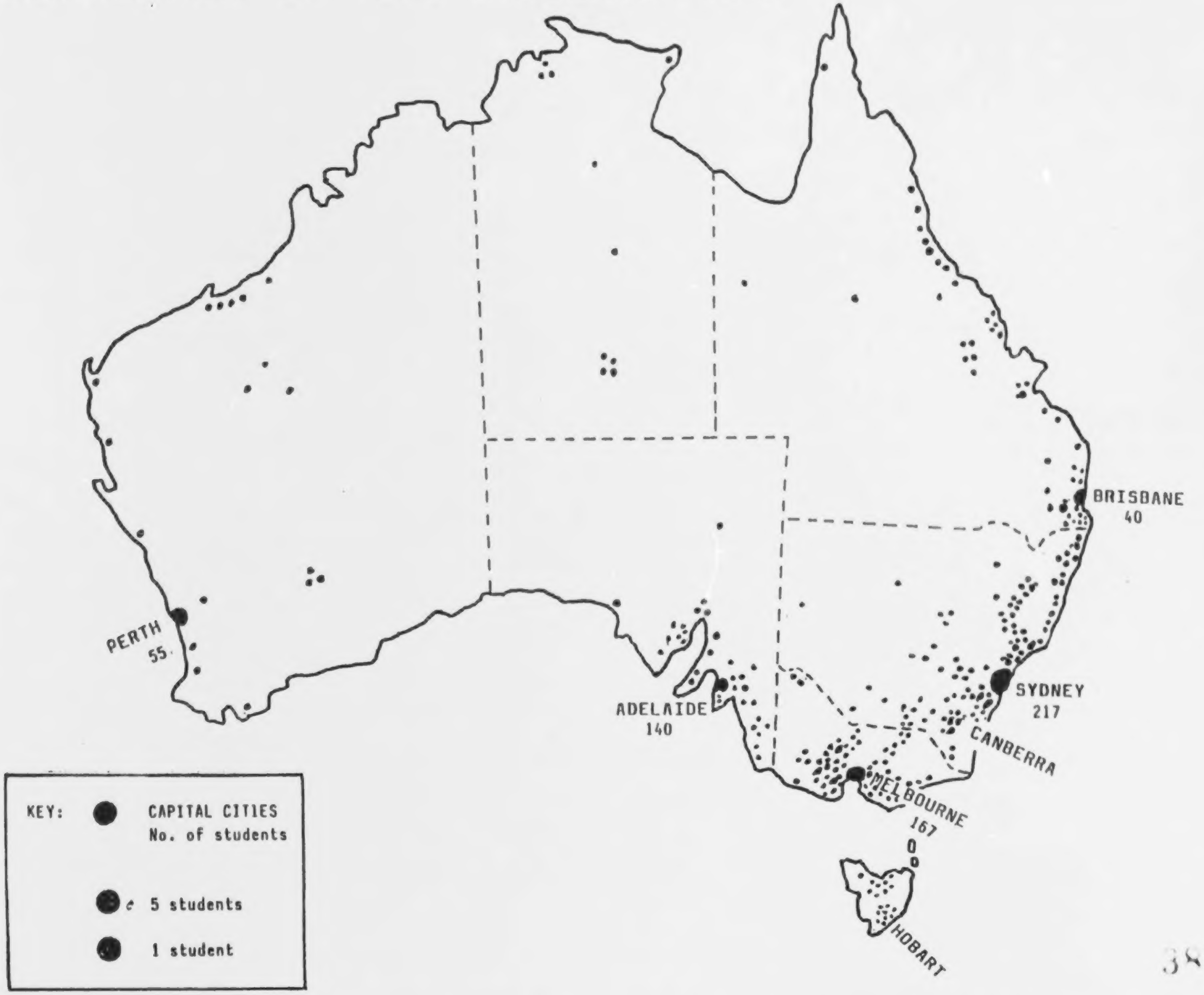
It is regrettable that side by side with these positive and unique features of the Scheme, TUPC has always been plagued by financial difficulties. From the early years of operation in the 1960's TUPC made several attempts to secure federal government funding. These attempts were unsuccessful until the allocation of a grant in 1975 via the Trade Union Training Authority. While greatly improving TUPC's financial status this grant was never adequate to allow the extent of upgrading of lesson materials and experimentation with alternative media such as audio-visuals which was desired. Moreover, the Scheme's resources for payment of authors and tutors have been inadequate to properly remunerate these people for their generous contribution.

In 1986, the history of inadequate and insecure funding culminated in the WEA considering whether the Scheme has a future. At the time of writing this is still in doubt, and dependent on TUPC securing ongoing funding at an adequate level, from an external agency. There is no doubt that this financial insecurity is the most significant negative influence that hinders TUPC's programme efforts, and indeed threatens its continuance.

CONCLUSION

In summary, TUPC as a distance learning programme designed for and supported by workers through their unions, has been uniquely placed to bring further education to people for whom it would otherwise be inaccessible. The Scheme has encouraged and stimulated many people to study who would not otherwise have recognised that they had a second chance to study.

DISTRIBUTION OF TUPC STUDENTS - 1986



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FACE SHEET

World Perspective on Adult Education

Case co-ordinators should have this face sheet completed for each case description of a current or recent adult education programme that is sent for compilation to S. J. Rooth, Director, Department of Continuing Education, University of New England, ARMIDALE. 2351. N.S.W.

1. Person who prepared this case description:

Name: Jude Newcombe rothers Phone No.: 03 6520633

Organisation: Workplace Basic Education Project, Council of Adult Education

Street Address 256 Flinders St.

City or Town Melbourne State: Victoria

Nation: AUSTRALIA

2. Was this case based on:

( ) a recently functioning programme

(✓) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

Workplace Basic Education Project.

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.

Workers | Literacy

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

(Gov. funded) Adult Education Provider

6. Basic characteristics of service area:

A. State of Victoria geographic size (such as square miles or kilometres)

B. 4 mil. population (number of people living in area).

C. Bothe urban/rural (density of population)

prodom. urban.

2x/1

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Preamble

Workplace Basic Education Project conducts classes in a range of workplaces in Victoria in both the public and private sectors. Because the nature of each class varies dramatically from one workplace to another it is difficult to describe a "typical" participant.

For the purpose of this case study therefore, we have elected to describe three different writing classes, as follows:

1. Dockyard Writing; conducted at Williamstown Naval Dockyard for 15 weeks from June to November 1985, 2 hours per week (12 students).
2. Writing for Minute-Taking; conducted at General Motors Holden over 20 weeks, from October 1986 to March 1987, 2 hours per week (12 students)
3. Writing One; at Melbourne Metropolitan Board of Works Werribee Farm for 40 weeks from August 1986 to July 1987, 3 hours per week (10 students)

2x/3

A. PROCESS

A.1. Methods of Teaching

Curriculum

In each class, the curriculum is student centred and flexible to allow for individual needs and interests. Where courses have been established through an in-house advertising process, the overall direction of the course is predetermined . This is self evident in the "Minute Taking Course." "Dockyard Writing" publicity indicated that the class would aim to produce a booklet of writing about the Dockyards which included some history. However, in all three classes details of content are negotiated with students. Strategies are employed to encourage students to take an active role in determining what they are taught. Course content reflects domestic, community or personal concerns as well as work related issues.

Theory

In teaching basic writing skills tutors use the 'whole language' [1.] approach and encourage 'process writing' [2.] strategies. These theories are modified to meet student expectation. In practice this means that discussion and reading are seen as an integral part of the writing process. Students write for different 'audiences': private journal writing, "published" class booklets, correspondence with management, contributions to newspapers. Collective and individual writing tasks are undertaken and all activities are designed so that students work at their own pace and those needing individual attention are assisted.

Two tutors work together in each of the three courses being examined. This allows greater flexibility in class groupings eg. individual tuition, small groups, the whole group, working in pairs. Students are asked to comment on which groupings they find comfortable and useful.

Complementary skills of tutors are enhanced by team teaching. In the "Minute-Taking" class an experienced tutor supports and encourages a tutor new to the Project. In "Dockyard Writing", two tutors with different styles, methodologies and backgrounds are able to fuse history with personal writing. In this way the needs of both beginning and more advanced writers are met.

Some of the materials used in classes are drawn from the workplaces eg. memos, job applications, minutes and pro forma. Classes also draw on publications from the workplace eg. workplace history, publicity material. Newspaper articles, short stories, and novels often stimulate discussions. Excursions into the workplace or visits from guest speakers are woven into the development of themes. Role play and video are used extensively in the minute taking class.

1. A 'whole languge' approach is one where all the elements of language use are exercised; speaking, listening, writing and reading. The elements are not seen as discrete but rather are integrated in the learning process.

2. 'Process Writing' is the practice of writing in drafts or stages, initial emphasis being on the content of writing and the way ideas are expressed. As a means of focussing on content the writer may 'conference' with the teacher or another class member and discuss how the writing could be changed or improved upon. Mechanical skills in writing eg. spelling, grammar and punctuation are improved or worked on by the author as he/she becomes aware of the need to eliminate errors. This depends on who the 'audience' will be ie who will be reading that piece of writing, the writer only, other students, workplace staff or readers of a newspaper.

2x/4

A 2. Program Planning

Project Co-ordinators approach Training or Personnel Officers in the company to discuss what the Project offers, its mode of operation and the needs of the company. At this stage agreement is sought on the following principles:

- paid educational leave
- the establishment of a tripartite Planning Group (Unions, Management and Project staff)
- student centred curriculum and
- open advertising of classes so that all who wish to apply for classes are considered

A 3. Program Improvement

Evaluation

Courses are evaluated in a number of ways:

- tutors and students regularly evaluate the course. Team-teaching encourages constructive criticism and a combined search for ways of improving courses; both structured and informal feedback from students are part of this process.

- because they are held in paid work-time, courses are often under scrutiny from workplace personnel who participate in Planning Group evaluation.

- Tutors and Project Co-ordinators write a report on completion of the class; these reports are presented to the Planning Group for comment.

Staff Development:

Tutors benefit from regular inservices on variety of relevant educational topics. In addition regular meetings of tutors working across a range of workplaces are held to promote sharing of ideas and concerns. Team teaching provides a similar function. A regular bulletin provides tutors with information and ideas.

2x/5

4. Encouraging Participation

The recruitment process calls for a sensitive approach. All workers need to be aware of the course and have access to it. They may need support from supervisors and workmates, but the process must not embarrass or coerce potential applicants.

Courses are relatively short. Many students need to continue their studies after our course is completed. Project staff are developing a tutor's kit which will assist students in finding further tuition on completion of the course.

Project staff meet groups of supervisors and the Shop Committee to gain support for the classes. During this process, Project staff gain knowledge and understanding of each company - its concerns, style of management and the industrial issues. At the same time, Project staff gather information regarding the kind of basic education needs of employees.

The establishment of the Planning Group is central to the process of organizing and conducting classes in each workplace. The Company, Union, Project Co-ordinators, Tutors and Students are represented. The Planning Group decides whether a survey of workers' educational needs will be conducted or whether specific courses will be offered and applications sought.

Two of the classes, "Writing for Minute Taking" and "Dockyard Writing" were decided by Planning Group members based on their knowledge of the workplace. Broad course outlines were drawn up, and the courses advertised through internal memos, workplaces journals, posters or leaflets. Perhaps the most effective means was by word of mouth, through the unions and line management. Applicants were then interviewed by Project staff; education criteria were used in selecting a compatible group.

The third class, "Writing One" at Werribee Farm was one of a range of classes recommended by Project staff after conducting a survey of 85 interested employees. The survey was based on half hour interviews with each applicant.

In all classes the Planning Group organized time release, the booking of suitable rooms for the class and provision of tables, chairs and whiteboard.

2x/6

B OUTCOMES

B.1 Programme goals

The principle aim of the Project is: "To deliver Basic Education to workers whose future stable employment may be at risk because of their levels of education." (Memorandum of agreement from original funding body.)

A major goal is to enable workers to participate more effectively in decision making about work processes. The Project also aims to assist workers to take advantage of training and retraining programs. Many would previously have been excluded because of poor literacy and numeracy skills.

In order to make these opportunities widely available a broad aim is to promote acceptance of the principle of paid educational leave for workers.

Specific aims of classes in this study include:

- improved writing and reading skills and confidence in their application
- development of new skills eg. minute taking
- increased autonomy in learning as individual learners and as members of a group
- power to communicate fluently and effectively

The detailed aims in each class are framed by tutors in consultation with participants and subject to ongoing review. Confirmation of these aims is gained through the Planning Group.

The Project's policies and processes are overseen by an Advisory Group which includes industry, union and government representatives.

B.2 Evidence of Benefits

Rather than defining benefits as a linear development of specific skills, we seek the testimony of worker/participants, shop floor representatives and employers and supervisors.

Letters from employers to the Advisory Committee indicate long term benefits to the company. Employers have said that the classes are:

> "bridging the gap between the educated and the uneducated, creating better communications and working relations."
>
> "creating goodwill with the employer being seen as doing something positive."
>
> "enhancing personal growth and advancement."

Some supervisors noted changes in individual students:

> "Some are taking on the challenge of new roles at the workplace."...and others are continuing to further study."
>
> Other supervisors saw no immediate benefit.

2x/7

Union representatives have also responded

> The format of the course involved lengthy reading and comprehension. Many participants involved have shown a marked improvement. One man, Mr X, was able to obtain his D.L.I. crane driving licence as a result of the course."

Secretary, Shop Committee

One student, chairman of the Shop Committee said of a fellow student....

> "I saw a man who could only write his name, learn how to write a whole sentence and get it right, and it didn't matter how long it took him to write the sentence, all that mattered was that he did it, so I would not change a thing."

Another union representative commented

> "The class has been fantastic. It's only been going for a little while. Some of those blokes never used to talk; they've really opened up."

The students themselves have this to say about the effect the courses have had on them:

> "The morale of the people involved in the classes has doubled which shows down on the job."

> "Since I started these classes in worktime my life is different, in the work area and outside. I can spell, write, understand better."

> "I've gained more confidence in writing and an ability to write down more of my ideas on paper; polished a bit more on my spelling and punctuation."

> "I'm not so nervous about talking to people in management. I feel more comfortable in saying what I want to say because I have more confidence in myself.

C. INPUTS

C 1. Participants:

Each class has 10 participants. "Writing for Minute Taking" has men and women participants from clerical and trade areas who have been given additional organizational responsibilities. The other classes have only men who work in skilled, semi-skilled and unskilled occupations.

The classes contain Australian born people who have identified their need to improve their writing/reading skills and include some who, for a range of reasons, are absolute beginners in literacy. Non-English-speaking background adults, who speak English fluently but who wish to improve writing skills also participate in the class.

The level of schooling completed by the participants varies enormously from just a few years of primary schooling to those who have up to 11 years at school. Employees who have successfully completed a secondary education are not eligible.

C 2. Staff

The Project's work is done by a team of 4 full time workers (3 of whom are Co-ordinators responsible for administration, negotiation, liaison and policy development), 5 part time Adult Education Workers (who combine curriculum and resource development and support work with tutoring) and 30 sessional tutors (who are contracted for their teaching time and associated preparation and liaison with the workplace). The average ratio per class is 1 to 5 tutor to students.

Most of the tutors have teaching qualifications but not all have experience in adult education or involvement in industry. The tutors, most of whom are women, have undertaken the Project's introductory training course.

C 3. Finances

The Project has been fully funded by Department of Labour (to December 1986) and is now on State Technical and Further Education funding. Workplace Basic Education, has been provided free of charge to participants and to employers. However employers pay in-kind through lost production time of 10 participants per class.

C 4. Facilities

Classes are taught at the workplace and venues vary from makeshift accomodation to carpeted, sound proofed training rooms. The "Dockyard Writing" class is held in a 'relocatable' which doubles as a band practice room and lunchroom. The GMH "Writing for Minute-Taking" classes is held in the TQC (Total Quality Control) Training Centre where all equipment, including video, whiteboard, OH projectors, screens was supplied. The Board of Works provides a spacious and well equipped room for "Writing One at Werribee Farm" as well as arranging access to photocopying and other facilities.

Tutors still need to transport some equipment and teaching materials. The Project has its own specialised resources collection from which tutors can distribute reading and other materials on a long term loan.

D. EVOLUTION

D.1 Industrial Trends

The Workplace Basic Education Project operates in an industrial context influenced by:

- concern in industry for achieving increased efficiency and competitiveness
- increasingly rapid technological changes
- changing work patterns
- concern to broaden the base of consultation in decision making
- concern to maintain jobs and generate new areas of employment

Education and training have a major role to play in the creation of a broadly skilled and adaptable workforce which is able to meet the challenge of these changes in industry.

There is an urgent need for training and retraining to improve work skills, develop job mobility and flexibility; to be effective in the long term such training needs to be of high quality and broadly based. Many workers wish to improve their basic education skills to gain access to training.

The most effective use of new technologies calls for a creativity and adaptability involving people at all levels in making decisions about work processes. Education assists workers to participate more effectively in this process.

Despite a growing awareness of the need for training and retraining in industry, there is little tradition of worker basic education in Australia.

D.2 Adult Education Background

Victoria has a well established tradition of adult literacy provision; people working in this field were to some extent aware of the need for basic education provision for people in the paid workforce. People would often have difficulty in maintaining attendance at evening classes after a days work, or in fact making arrangements which enabled them to attend. Co-ordinators and tutors in adult literacy and basic education also recognized that many students were reluctant to approach education institutions. The Victorian Adult Literacy Council supported early moves to develop workplace basic education.

The Education Department through its Adult Migrant Education Service provision for English as a Second Language (ESL) in workplaces, has operated for about 10 years although not using the same processes and structures used by the Workplace Basic Education Project. In many ways the AMES Industrial Language Programme helped heighten the awareness of the need for wider basic education provision in workplaces.

D.3 History

The Project developed from the concerns and interests of three specific groups; government, (the Victorian State Labour Government) the Amalgamated Metal Workers Union (AMWU), and the Council of Adult Education.

The AMWU, one of the unions with an interest in education beyond traditional Trade Union training, had been involved in Study Circles. Its Industrial Democracy campaigns have a strong educational component. It has also influenced government policy and practice in this area.

The Council of Adult Education Access Department was keen to extend its work to groups otherwise not catered for. They wrote a proposal for workplace provision in literacy and basic education whereby the tutors would go to the students at the workplace rather than students coming to the educational institution.

The government (at the time the state Ministry of Employment and Training now called the Department of Labour) entered into discussions with the Council of Adult Education with a view to funding a project which would fit their criteria of training for "at risk" workers. The department was also keen to fund a project to develop strategies of delivery. At the time of the first funding there was little if any educational provision at this level, in worktime.

E. Influences

E.1 Positive Influences

(i) In the last few years trade unions have become more aware of the need for basic education. This has been assisted by the support we have gained from the Victorian Trades and Labour Council in the last year.

(ii) Particular unions eg. Australian Railways Union have also been more concerned about how workers are taught. One result of this was the establishment of English On The Job Project about the same time at this Project began. The EOJ Project provides a new model of ESL tuition in worktime: the curriculum is student centred, planning and management is through a tripartite committee. Although confined to migrants working in the State Transport Authority, the convergence of principles and processes expoused by both English On the Job and Workplace Basic Education Project has helped to reinforce the importance of issues.

(iii) The influence of new management techniques in the private sector has resulted in an increasing number of private companies wishing to consider introducing Workplace Basic Education into their companies.

(iv) The recognition of the success of the Project has resulted in ongoing funding.

E.2 Negative Influences

The problems in the economy have had an adverse effect on particular industries such as manufacturing. Cutbacks in spending and redundancies have made it difficult for the Project to establish ongoing provision in some workplaces in the public sector. Other companies are reluctant to commit any expenditure on paid time release unless short term benefits to productivity will result. Limiting classes to meet this criteria is educationally unsound.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

SUPERINTENDENT,
Name WILLIAM J. McGRATH Phone number ______

Organization TECHNICAL AND FURTHER EDUCATION

Street Address NORTHERN TERRITORY DEPT OF EDUCATION

City or Town DARWIN State or Province NORTHERN TERRITORY

Nation AUSTRALIA

2. Check whether this case is based on

(☒) an actual program

(☐) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

ADULT MIGRANT EDUCATION PROGRAM IN THE NORTHERN TERRITORY

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Commonwealth Dept of Immigration and Ethnic Affairs and individual states and territories

6. Basic characteristics of service area

A. ______ geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ nationwide

7. Year(s) covered by the case description ______

24/1

THE ADULT MIGRANT EDUCATION PROGRAM IN THE NORTHERN TERRITORY

William J. McGrath,
Superintendent,
Technical and Further Education,
Northern Territory Department of Education

INTRODUCTION

The Adult Migrant Education Program (AMEP) in the Northern Territory is part of an Australia-wide program to provide a range of English language learning opportunities for immigrants to Australia from a non-English-speaking background.

The AMEP had its beginnings in 1947 when non-English-speaking migrants were offered English classes for one month. Over the years since then courses were extended to include day and evening part-time classes, radio, correspondence, pre-embarkation and shipboard classes. The first full-time courses for professionals with some English were offered in 1968 (Galbally, 1982:67). The formalisation of the AMEP came about with the Immigration (Education) Act of 1971. This empowered the Commonwealth Minister for Immigration and Ethnic Affairs to make arrangements for courses in the English language, and for courses designed to impart an understanding of the rights and duties of the Australian citizen for residents who are immigrants or whose parents are immigrants.

Nevertheless, it was not until 1984 and 1985 that agreements or "arrangements" were signed between the Commonwealth and each of the states and territories for the latter to provide the AMEP in accordance with policy guidelines developed by the Commonwealth Department of Immigration and Ethnic Affairs (although this had been the actual practice for quite a number of years). The policy guidelines have been developed through close consultation with the states and the territories. At the risk of over-simplification, the Commonwealth provides the funding and the states and territories take all the action necessary to provide the range of English learning activities.

The Northern Territory has two major centres of population, Darwin and Alice Springs. The towns are over 1,700 km. apart, two days travel by road and two hours by air. Darwin has a population of about 70,000 (roughly half that of the territory) and Alice Springs about 23,000. There are six smaller but substantial settlements, the largest with a population of about 8,000 and the smallest with about 1,500. In addition there is a large number of small Aboriginal communities spread throughout the Territory. (Aboriginal people make up about 25% of the population). While the great majority of prospective clients for the AMEP reside in Darwin, the broad range of English language learning activities available make it possible for virtually any migrant to enrol in an English course.

PROCESS

In the Northern Territory the AMEP is delivered through the Adult Migrant Education Centre, a unit or "school" of the Northern Territory Open College of Technical and Further Education. The following range of courses is available throughout the Northern Territory, subject to need and demand.

i. Full-time courses. These courses are generally for 25 hours per week, and may last from six to 16 weeks. They are aimed primarily at assisting migrants to gain sufficient proficiency in English, in a relatively short time, to pursue further study or to assist them in gaining employment.

ii. Part-time courses. These may vary in length from four to 15 hours per week, and be available either during the day or in the evening. Their duration is variable and dependent on the purpose of the course. The following may be offered:

general English classes aimed primarily at teaching or improving English proficiency and ranging from those aimed at beginners to those for advanced learners;

specific purpose classes aimed at meeting special needs, such as basic literacy, reading and writing improvement, pronunciation; and

special classes for the elderly, different ethnic or language groups, and mothers.

iii. English in the workplace. As the name suggests, these courses are usually provided in a workplace environ-

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ment where there are sufficient people to warrant establishing a class - a minimum of eight to ten is usually required. Considerable negotiation is usually necessary with the employer before these classes are offered. While all teaching costs are met by the AMEP, it is important that employers can see benefits accruing both to themselves and their employees as a result of the course. The employer usually provides a teaching venue and may agree to give employees some time off work to attend the classes. Courses are tailored to meet the need of the specific industry and are usually conducted for six to ten hours per week for ten to 20 weeks.

iv. Tutorial arrangements. These include:

the home tutor scheme in which volunteer tutors visit people in their own homes for one or two hours per week, teaching basic English during these visits;

a tutorial scheme for professionally qualified migrants to assist them to acquire a sufficient command of English to practise their professions; and

the self-access centre at which students may enrol for an individually tailored course which may be undertaken at times convenient to them, with tutorial assistance provided.

v. Distance Learning. A newly developed distance learning/correspondence course was introduced in 1987, replacing an outdated course based on a superseded Radio English program. This course is available for people who do not have access to other forms of English language learning activity. A feature of the new course is a bilingual approach.

An important feature of the AMEP is the counselling service. Currently the Adult Migrant Education Centre employs two counsellors based in Darwin, the city where the bulk of the students reside. They provide three main services:

initial interviews with all people seeking enrolment in course offered by the Centre;

follow-up interviews with individual students subsequent to enrolment, to develop "learning pathways"; and

interviews with individuals to discuss specific problems relating to educational matters, and which may be student, counsellor or teacher initiated.

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The initial interview lasts for about 30 minutes, during which time a decision is reached regarding the suitability of the courses available for the needs of the client. (If they do not meet these needs, the person may be referred to another educational agency.) At the same time an assessment is made of English proficiency to aid class placement and the subsequent development of a "learning pathway" for the student. The Australian Second Language Proficiency Rating (ASLPR) scale was developed for this purpose. The ASLPR rates each of the four macro-skills (Reading, Writing, Speaking, Listening) on a five-point scale from zero (no proficiency at all) to 5 (native-like proficiency). In practice additional gradations are used, e.g., 0+, 1+, 2+, 3+, and so on, to further define individual proficiency. Essentially, the scale is a planning instrument which provides useful, though not specific, information regarding the client's proficiency in the four skills. It is not an assessment instrument and does not identify specific learning problems - these are identified by class teachers. The main purpose of the ASLPR is to help identify the most appropriate learning activity for the client and, in many cases, an appropriate starting point in the activity.

Teaching staff provide a written evaluation at the end of each course (usually ten or 20 weeks in duration) which makes suggestions for improvements to the course. The report also includes a subjective assessment of individual students and makes recommendations regarding appropriate future learning activities for each.

OUTCOMES

The aim of the AMEP in the Northern Territory is to provide a wide range of English language learning courses for adult migrants and refugees with a non-English-speaking background to enable them to select options which will assist in satisfying their English language needs (Adult Migrant Education Centre, 1987:1).

There is a great difference in the English proficiency of students who enrol in the AMEP - from those who have no proficiency at all and simply wish to acquire basic "survival

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skills", to those who wish to improve their English in order to undertake further study or to improve their employability.

Courses are developed to meet the variety of needs which are identified and consequently have different goals. Indeed, some courses may be offered only once or twice to satisfy a specific need. A good example of this is that provided for a group of Vietnamese refugees who wished to take up their previous occupation of fishing. A legal requirement for them to operate their own boats was a Master's "ticket". To obtain this, an examination in English following a technical course of study was necessary. Their first need was to improve their command of English. A special English course was developed, centred on the English associated with the fishing industry and technical terms from the required course of study. An example of a course frequently offered is that for students who speak and understand English fairly well but who cannot read and write in it. A special "literacy course" has been developed for this group.

INPUTS

Because of the partnership which exists for the provision of the AMEP, two major committees have been established to assist with the development of policy and administration procedures.

The first is the Joint Commonwealth-States Committee on the AMEP (The JCSC) made up of representatives of the Commonwealth Department of Immigration and Ethnic Affairs and two from each state and territory. The major functions of the committee are to advise the Commonwealth on administrative aspects of the program, on long-term planning at the national level, and the continued development of the various aspects of the AMEP. A number of representative sub-committees have been established to assist with these tasks. The JCSC meets at least twice a year.

The second is the State/Territory Consultative Committee. These committees assist with the broad planning at the state and territory level, review progress in the AMEP, and liaise with ethnic groups and community organisations to stimulate

English learning arrangements. They usually meet five or six times a year.

Neither committee interferes with the day to day administration of the AMEP. The first is designed to assist with development of an overall national policy framework within which the AMEP needs to operate, and the second provides localised advice and assistance on the implementation of the policy.

In the Northern Territory, between 500 and 600 students are usually enrolled in various courses at any one time. For instance, in second semester 1987, there were 348 students enrolled in the day and evening classes in Darwin and 66 in centres elsewhere in the Territory; in addition, there were 50 enrolled in the Distance Learning Program and 87 in the Home Tutor Scheme.

The Commonwealth provides approximately $1m of the $50m available nationally to the Northern Territory to meet all costs of conducting the AMEP, including salaries of staff, child care costs of students, materials, leasing of premises and utilities costs, staff development and so on. Nineteen permanent staff are employed, including administrative, teaching, counselling and library staff. In small centres and for some short courses, staff may be employed and paid on an hourly basis.

INFLUENCES

The major influences on the AMEP during the past ten years have been three studies commissioned by the Commonwealth Government. The first is the Galbally Report, The Review of Post Arrival Services to Migrants (1978), chaired by Mr. F. E. Galbally; the second, the AIMA Evaluation, Evaluation of Post-Arrival Programs and Services (1982), again chaired by

Galbally; and Towards Active Voice, a review of the Adult Migrant Education Program, conducted in 1985, and chaired by Professor W. J. Campbell.

The Galbally Report ranged over many matters affecting migrants of which the teaching of English to migrants was only one. Nevertheless, it was immensely influential, and according to many practitioners (and others) formed a watershed in the provision of English learning activities for migrants. Among the recommendations accepted by the Government were:

> (the establishment of) a comprehensive initial settlement program which would include classes in English and formal orientation courses including advice and assistance in housing, education, employment and other areas of need (p.7);
>
> extensions to the availability of full-time courses, certificate courses at different levels of difficulty, an extension of the range of advanced courses available, and the wide use of "on-the-job" English instruction and the home tutor scheme (p.8);
>
> better education for teachers of adult migrants, additional funds for conferences and seminars to enable such teachers to keep abreast of latest development s(p.8);
>
> an extensive survey by the Department of Immigration and Ethnic Affairs of the needs of the various migrant groups (p.8); and
>
> intensive English courses for migrants with overseas professional and sub-professional qualifications to have them recognised here (p.8).

A quick glance at the types of programs currently offered will provide a good idea of the influence of these recommendations on the AMEP.

The AIMA Evaluation, as the title suggests, was an evaluation of the implementation of the recommendations of the Galbally Report. It, in turn, provided a series of recommendations and was accepted by the Commonwealth Government. Some of these are:

> tuition for the On-Arrival Education Program should be funded on a staff:student ration of 1:16.7, comprising a teacher:student ratio of 1:20; provision for supervision at the present ratio of 1:133; and course designers at a ratio of 1:400 (p.49);
>
> On-Arrival Education Program courses should comprise 20 percent full-time, providing 240 hours of English

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tuition over eight to ten weeks; 80 percent should be provided on a part-time basis for 150 and 180 hours over a ten to 12 week period. Priority for full-time courses should be given to new arrivals with least proficiency in English. The general priority presently given to new arrivals with an ASLPR of below 2 should be retained (p.50);

each Adult Migrant Education Service should establish one or more positions for program monitoring and evaluation purposes (p.88);

course, teacher and materials development should be conducted primarily at State level under the broad guidance of the Joint Commonwealth States Committee on the professional aspects of the AMEP (p.88); and

a formal review of the AMEP should be conducted by the end of 1987 (p.90).

The prescriptive, and often detailed, nature of many of the recommendations resulted in considerable criticism from the providers of the AMEP, leaving as they did little flexibility to take into account local circumstances, particularly in areas of small population. In the end they were honoured more in the breach than in the observance.

The Campbell Review undertook a wide-ranging study of: the characteristics of the population which the AMEP is intended to service; elements within the social and political contexts which seem significant; implications of the current economic situation; and the involvement of the various educational sectors in meeting the needs of migrant learners. The Review examined personnel resources, material resources, administrative structures, learning arrangements, the content and methodology of teaching practices; administrative processes and funding processes, and came up with a series of sixteen recommendations, relating to these, designed to take the AMEP into the nineties. The Campbell Report has been well received Australia-wide by all providers of the AMEP.

EVALUATION

Research and evaluation at both the national and local levels have become important features of the AMEP during the past ten years, partly to assist in developing the most effective English language programs for adult migrants and

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partly to ensure that the funding authority is getting value for money.

The three major studies of the AMEP, discussed above, contained judgements of the merit or worth of the AMEP and thus, to some extent, are evaluations of the AMEP at the national level. The Galbally Report was really the first attempt to evaluate the provision of the AMEP. In recent years, however, there have been quite a few evaluative studies of national significance focussing on specific matters.

Ken Willing's Learning Styles in the Adult Migrant Education Program (1985) was a major survey to data about the learning modality preferences of students in the AMEP. In all 517 learners were consulted, each completing a questionnaire in the centres where they were learning English. The result was a series of recommendations on policy, program development, staff development and materials development. The Northern Territory, and some of the states, invited Mr. Willing to lead staff development seminars on the implications of his findings.

The Shaw and Dowsett study, The Evaluation Process in the Adult Migrant Education Program (1986) used three main tools to examine how the program was being evaluated nationally and to make suggestions on how the evaluative process could be improved. These were: the collection of course reports and any other kind of written report used in the AMEP; visits to 80 percent of the teaching centres in the AMEP nationally; and one long, semi-structured, audio-taped interviews of 114 teachers, program managers, regional organisers and state administrators. This report, too, has been the focus for staff development seminars on evaluation in the AMEP.

A Review of the Teaching Process in the Adult Migrant Education Program carried out by Low and Eltis (1985) took place over a ten-week period as part of the national review of the AMEP (the Campbell Review), and was designed to survey the methods and materials used by teachers in the AMEP. A mailed questionnaire (445 returns) nationally and interviews of teachers in Melbourne, Canberra and Geelong (46 in all) were used to gather data. Many of the findings were incorporated in the Campbell Report.

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A final study of national significance, is the examination of the attitudes of immigrants of non-English-speaking background to Australia and English-Speaking Australians. Laurence and Andrich's Affective Domain Study (1985) featured questionnaires translated into six languages administered by bilingual research officers. The significance of the findings of this study are still being assessed within the AMEP.

As mentioned elsewhere, all teaching staff in the AMEP in the Northern Territory provide a short evaluation of the courses in which they are involved at their completion. The reports which result usually make suggestions for course improvement. At the same time there are numbers of studies carried out at the local level, either as action research projects conducted by staff or projects by student teachers undertaking a Dip. TESL course or the like. Examples which come to mind are studies of the Home Tutor Scheme, the Self Access Centre, and elderly migrants. During 1988, an evaluation of the counselling service in the AMEP in the Northern Territory will be undertaken.

CONCLUSION

The Adult Migrant Education Program is provided free of charge to all bona fide migrants of a non-English-speaking background as part of the Commonwealth Government's settlement program for migrants and refugees. As a further incentive for enrolment in classes, provision is made for the reimbursement of charges for child care where students need to make such arrangements.

The AMEP has proved extremely popular in the Northern Territory and elsewhere in Australia (where there are often waiting lists of people wishing to be included in classes). The main form of publicity is "word of mouth" throughout the various ethnic communities; it is not unusual for a newly arrived family to be taken to the Adult Migrant Education Centre by relatives or friends immediately on arrival.

The types of courses and methodology used are under constant scrutiny and are regularly refined to ensure they are the most appropriate for this rather unique cross-cultural educational program for adults.

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Note: The writer was Principal of the Adult Migrant Education Centre during 1985 and 1986 and is currently Superintendent, Technical and Further Education in the Northern Territory Department of Education. He was a member of the Steering Committee for the Campbell Review and has had many years of involvement in policy development for the AMEP both at the national and territory levels.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name DR. RICK SWINDELL Phone number ____

Organization BRISBANE COLLEGE OF ADVANCED EDUCATION

Street Address ____

City or Town BRISBANE State or Province ____

Nation AUSTRALIA

2. Check whether this case is based on

( ) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

____

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PERSONAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

VOLUNTARY AND UNIVERSITY (SUPPORT ROLE)

6. Basic characteristics of service area

A. ____ geographic size (such as square miles or kilometers)

B. ____ population (number of people living in area)

C. ____ urban/rural (density of population)

D. ____ nationwide

7. Year(s) covered by the case description 1985-88

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SELF-HELP ADULT EDUCATION: THE UNIVERSITY OF THE THIRD AGE AT THE BRISBANE C.A.E.

Dr. Rick Swindell
Acting Co-Ordinator of Continuing Education
Brisbane College of Advanced Education

INTRODUCTION

The University of the Third Age (U3A) has developed into a global adult education success story since its inception in France in 1972. In less than 15 years, with little or no financial assistance or top-level organisational co-ordination, the movement has spread through Europe, the Americas, Australasia and parts of Asia.

The U3A began in Australia in 1985 after an earlier public meeting in Melbourne had attracted support for the establishment of a number of pilot U3A campuses throughout the city. The concept spread rapidly under the sponsorship of the Australian Council on the Ageing, first in the State of Victoria, then through many other parts of Australia. In late 1986, under the combined sponsorship of the Brisbane College of the Ageing the idea of beginning a Brisbane U3A campus was investigated at a public meeting. From the enthusiastic support of the more than 400 older citizens who assembled to hear about the "new" concept of self-help education for older learners, the U3A in conjunction with the BCAE was founded. This case study will consider aspects of the development of the U3A and BCAE in its inaugural year.

PROCESS

As is the case with any Australian U3A campus the great strength of the U3A and BCAE lies in its do-it-yourself philosophical underpinning. Such an approach maximises opportunities for the continued use of the enormous pool of skills and knowledge possessed by the elderly, and minimises the dependence on professional educators and outside funding, which characterises most adult education programs. The tutors of the more than 40 course currently available to Brisbane members are

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volunteer members who have an interest in a subject, be it the study of Chinese, Memory Reconditioning, the History of Greece, Yoga, Organic Gardening, Wood Turning, or Computing. They develop courses and teach these in any way, and to any level they wish, often running courses from their own homes or convenient suburban halls. Since teaching is provided without payment by members, for members, there are no fees other than those for course materials or perhaps for the hire of a hall or special facilities. Payment of the annual membership fee of $25 (half for pensioners) entitled members to enrol in as many courses as they wish.

A Management Committee, elected by the members at an annual general meeting, operates under a constitution which has been approved by the membership. This committee meets monthly in a room provided free of charge by the BCAE, which serves as both office and occasional U3A tutorial room. A Programs, Publications and Venues subcommittee (PP&V) uses information from the members' initial registration form to identify possible tutors and determine what courses are likely to be of greatest interest. Once members have been found who will run courses, a suitable low-cost venue is obtained. Frequently, rather than use a suburban church hall or similar facility, tutors choose to run courses for six to eight people from their own homes where a more friendly and informal atmosphere usually develops. Since one of the important reasons given by members for joining the U3A and BCAE is the opportunity to meet with stimulating people and make new friends, small classes may be preferred to the larger courses run from Community halls. A disadvantage, however, is that home locales are usually quite inconvenient for participants who wish to attend from different parts of the city.

Course details are publicised in newsletters which are produced by members of the Management Committee and mailed five or six times a year. Enrolment on a first-come, first-served basis is made by phoning the respective tutor. Some criticism of this enrolment method has occurred since not all newsletters are delivered by the postal service on the same day, and the most popular courses are rapidly filled. However, since the U3A office is staffed on a purely voluntary basis it is likely

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that the method of decentralised enrolments will continue until an alternative system, costing little or nothing, can be suggested. A number of tutors have partly resolved the problem by keeping waiting lists, with those who have earlier missed out on the course being given priority in repeat offerings.

Tutors are entitled to recoup minimal course costs from participants through a small levy which is advertised in the newsletter along with course details. The levy is not a tuition payment and would not normally amount to more than 50 cents to a dollar per person per day, to cover items such as phone calls, tutors' travelling, photocopying, and perhaps light refreshments. In material dependent courses, such as art and photography, costs are somewhat higher. Apart from the personal satisfaction and the (usually) lavish thanks from participants, the only reward the tutors receive is an afternoon tea run in their honour by the Management Committee.

In addition to course details, the newsletters contain a diversity of articles of interest to the older learner and details of other activities in Brisbane which may be of benefit to the membership. A newly-formed social committee is developing low cost activities of the "picnic in the park" variety as well as advertising group membership discounts to theatres and other cultural events. The development of a strong program of social activities is a high priority of the Management Committee which recognises the importance of a social network amongst older persons, particularly for those who live alone.

An important recent innovation is a weekly radio program hosted by one of the U3A and BCAE members which features a variety of interviews and talks. Early interviews have concentrated on the U3A and its activities in order to familiarise more people with the concept of the movement. Later it is intended to focus on more general issues which are important to aged listeners. Initial reports indicate that this is likely to be a very popular service, not only with members, but with the aged infirm who are unable to easily take part in U3A activities.

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OUTCOMES

The U3A and BCAE campus is typical of other Australian USas in that it is a learning community organised by and for other people who are in active retirement or, in the words of the French, in the "third age of life". Although no pre-determined age is necessary for membership the majority of members are over 60 years old. A small but increasing number of members comes from the 40 and 50 year old group, perhaps reflecting the societal trend towards early retirement (both voluntary and forced).

Just as age is no barrier to membership, prior learning experiences are likewise of no importance. There are no prerequisites for participation and there is no assessment associated with any of the courses. Members' formal education ranges from primary school through more than 40 years of professional education involvement.

Two recurrent problems await satisfactory solution. The first concerns the recruitment of more tutors to offer more courses to satisfy the requests of a growing membership. In an attempt to encourage more would-be tutors to volunteer, a three-hour course involving the determination of course objectives, development of resources, communication skills and methods of delivery, was recently sponsored by the Management Committee, using a paid educator. Although 15 members registered for the course only six actually attended. The lack of public transportation to the venue where the Saturday morning course was held was reportedly the reason for the poor attendance. It is likely that the course will be offered regularly from a more central location since those who attended rated the course as valuable.

The second problem, which is closely related to the first, involves finding ways of offering courses in locales which are more convenient for the many members who are reliant on public transportation. This problem is being addressed in two ways by the Management Committee. A room within which courses may be run from the first term in 1988 has been reserved in the City Hall. Although this move will still involve considerable travel by most, the City Hall is at the hub of all major bus routes, which are subsidised for pensioners, thereby allowing both tutors and participants easier access to one important central site. The other potential solution involves the establishment of U3A and BCAE branches throughout the city. One such branch has already been established in a central suburb with free access to a large hall and smaller teaching rooms.

The pros and cons of whether other city groups would be better served by forming autonomous U3A campuses or developing as branches of the U3A and BCAE are fully aired with interested groups and individuals. In the interests of diversity, and to promote the "feeling of belonging", the former may be preferable. However, most groups with whom decentralisation has been discussed, initially wish to remain part of the U3A and BCAE which provide access to important resources which independent groups would find difficult, or excessively expensive, to duplicate.

INPUTS

Although the underlying philosophy of U3A must remain a self-help one, groups are frequently assisted by a benevolent educational body which provides the advice, facilities and infrastructure needed to permit operation at minimal cost to members. The BCAE provided initial direct financial assistance until the Brisbane movement became financially autonomous and continues to provide considerable indirect support. An office, which serves as an occasional U3A teaching area, telephone, and other office equipment are freely provided. In addition, the College provides subsidised printing, computerised record-keeping and monthly financial statements, and access by members to the College libraries, as well as other indirect subsidies which are essential in keeping costs to members to a minimum. The College is represented on the Management Committee by a non-voting academic whose principal role is to provide advice and assistance where necessary, but not to influence the philosophical direction steered by the Management Committee.

Voluntary tutors provide the education activities which underpin the U3A movement. There is always a need for more

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tutors, offering a greater variety of courses, in different locations throughout the city. Some local adult education agencies have indicated a preparedness to run courses for the U3A at nominal cost and, in the case of specialised courses, such as computer education for older learners, the Management Committee has been pleased to advertise courses in the newsletters. However, the Committee remains alert to problems which could change the essential do-it-yourself philosophy of the U3A if courses offered by professional educators become a part of the general course offerings.

The egalitarian nature of the U3A and the need for a low-cost adult education organisation geared specifically to the wants of older learners in part accounts for the very rapid growth of the U3A and BCAE. In less than one year of operation the membership has grown to over 500. However, considerable credit for the successful development of the campus undoubtedly rests with the efforts of the elected Management Committee. In addition to meeting monthly to co-ordinate overall activities each of the Committee members is independently active in daily tasks such as office administration, publicity and the many other activities essential for the successful operation of large voluntary movement. Had there been more "talkers" than "doers" on the Management Committee the U3A and BCAE undoubtedly could not have developed to its present level of effectiveness.

EVALUATION

No formal evaluation of the U3A and BCAE has yet taken place since the organisation has been in operation for less than a year. However, an important indirect indication of whether the promise of the movement actually meets most of the expectations held by the membership will soon be able to be gauged from membership renewal records. If there is a high percentage of non-renewals the Management Committee will interview a number of ex-members by telephone in an attempt to determine what the major reasons are for their failure to rejoin.

Any problems which are directly concerned with courses are initially handled by the PP&V subcommittee and subsequently discussed by the Management Committee. Since the success of the teaching program is entirely dependent on the good will of

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voluntary tutors, many of whom have no prior teaching experience, it is deemed inappropriate to introduce any discrete, formal, course evaluation at this stage. However, the Management Committee is sensitive to the need for courses to be well developed and presented and has initiated a number of activities which enable tutors and potential tutors to reflect on their methods. These activities include written advice in the newsletter on teaching and planning of courses appropriate to the needs of older learners, a short course for tutors offered by a professional educator, and the bringing together of tutors in a social environment, in part to promote informal discussion about various course successors and failures.

Quantitative data about some of the characteristics of U3A and BCAE members will soon be available. The Management Committee recently helped develop a questionnaire which was distributed to a random sample of 100 members, addressing issues relating to their impressions on the U3A, their immediate expectations of U3A, their prior educational backgrounds and educational participation patterns, and their current educational interests' profiles. At the time of writing this case study the data had not been analysed.

An important reason for beginning the systematic compilation of similar data by all U3A groups has been highlighted by leading Australian adult educators. In their view, the present lack of even the most rudimentary participation data relating to the rapidly growing aged learner group in Australian society is a substantial obstacle to the development of a reasoned case for a fairer allocation of dwindling financial resources for the aged learner. With the depth of talent to be found amongst all U3A membership, Australian U3As appear to be as well placed as any other group to argue for the rights of the entire aged sector, once they have access to factual data.

INFLUENCES

Older adults form the fastest growing sector of the total population of many countries. Early this century a life expectancy of about 50 was common in most Western industrialised countries. Today the normal life span in these same countries has arisen to above 70. In Australia the over 60s population is expected to double from 1.35 million, as it was in 1971, to be 2.62 million in 2001. The sheer increase in numbers of active retired persons is undoubtedly an important factor contributing to the success of the U3A. However, other important influences also need to be considered. These include an increase in general educational backgrounds of older (success breeds success), a breaking down of society's negative perceptions of old age, and an awareness by the aged themselves that retirement from work or family commitments should not signal the need for retirement from active life. A number of comments written by members in the U3A and BCAE questionnaire reinforce this last point. These indicate that members had been waiting for the arrival of a low-cost movement like U3A to provide them with active aged learners of similar disposition.

The gender mix in U3A and BCAE is interesting - 86 per cent female and 14 per cent male. Although the ratio of female to male in the general population increases markedly above the age of 60, this factor does not account for the very low percentage of males who have joined. Possible causes for the gender imbalance in Brisbane and ways of overcoming it need to be investigated. As other Australian groups develop membership statistics it will be interesting to see whether similar trends emerge.

One of the negative factors which may have had an influence on the current membership of the U3A and BCAE appears to be associated with the name University of the Third Age and, perhaps, with its affiliation in Brisbane with a higher education institution. Despite wide publicity, and a full description of the philosophy of U3A some members joined expecting to enrol in formal courses leading to an award. Although a number of these members will not renew their memberships there are indications that others who had originally held similar misapprehensions are happy with the U3A philosophy and intend to continue as members.

The term "University" in the title is unfortunate, however, for a more important reason. Earlier, the fundamental principles underlying the U3A in Australia were outlined, giving rise to the view that the movement is intended to be seen as egalitarian - anyone may join, regardless of age or educational

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background. However, the membership survey shows that a considerable majority of members (quantitative results are not yet available) have participated in courses beyond their formal schooling period. These results reflect the fact found in participation studies overseas that those who enrol in programs for older adults are perennial learners. If the U3A and BCAE is to attract the aged learner whose perception of education was coloured by unfortunate school experiences many years ago, any suggestion of educational elitism must be removed.

The Management Committee is sensitive to the above problems and avoids the term "university" in all its publicity, except when it is needed to explain the meaning of the title "U3A". For the foreseeable future, the links with BCAE will remain since the assistance provided by the College is seen to far outweigh the problem associated with the title. The creation of suburban branches of the U3A may be the best way of providing an environment which really is seen by older persons as being open to all.

OTHER

Although the annual membership fee of $25 (half for pensioners) is a little higher than that proposed by some U3A groups elsewhere in Australia, it was felt that a "healthy" financial base would be needed if members were not to have to divert their efforts in fund-raising in order to support the activities of the movement. The fact that more than 500 members have joined in the first year of operation (many are pensioners paying half fees) indicates that the fee has not been a major deterrent.

Members get good value for their money. They may participate in as many courses as they wish; they receive five or six bulky newsletters a year advertising courses, social activities and other details of benefit to members; they are insured whilst attending U3A courses; and, they have access to a member insurance scheme which saves them considerably more than the annual membership fee. Group discounts to cultural activities and other membership subsidies are being investigated.

The fact that the U3A began from a sound financial footing has allowed work to begin on two interesting extension

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activities. A course in memory conditioning run by two members is so popular that it has been repeated several times a term from as many different city locations as the tutor has the time and energy to attend. In the belief that many aged Australians would benefit from the course, funds have been set aside for the course to be developed as an audio cassette - print package to be sold Australia-wide as a U3A and BCAE publication. Other courses may be similarly packaged for the benefit of older learners elsewhere.

Early in 1988, a brief video explaining the ethos and operation of the U3A and BCAE will be prepared by members under the guidance of College students who will provide the technical expertise. The video will be circulated to nursing homes, retirement villages, churches and to other organisations having members who could benefit from joining U3A.

This case study epitomises the development of a dynamic, vital organisation in its inaugural year, yet it is very likely that there is little uniquely different about the U3A and BCAE that would not be reflected in most Australian U3As. The reason for the successful introduction of the U3A in most areas is that the movement does not rely on the energy and vision of a "change agent" but, rather, it utilises the abundant talents of a sector of the community which has the experience, knowledge, interest and enthusiasm to make a commonsense idea like U3A work.

GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)

      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.